

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: BROOKLYN HIGH SCHOOL FOR LAW & TECHNOLOGY
DBN (i.e. 01M001): 16K498
Principal: HASAN SHAFIQ
Principal Email: HSHAFIQ@SCHOOLS.NYC.GOV
Superintendent: KAREN WATTS
Network Leader: YUET CHU

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
HASAN SHAFIQ	*Principal or Designee	
LATASHA FARMER	*UFT Chapter Leader or Designee	
HYACINTH CLARKE	*PA/PTA President or Designated Co-President	
SANDRA WHISKEY	DC 37 Representative, if applicable	
SEDASH MOORE, KHALEL DANZY	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
PHARAH VINCENT	Member/ STAFF/UFT	
FELDER CHARLES	Member/ STAFF/UFT	
SHARAZ SCOFIELD	Member/ STAFF/CSA	
BEVERLEY BURNETT-DIOP	Member/ PARENT/SLT SECRETARY	
DELORIS ROBINSON	Member/ PARENT/TIME KEEPER	
AISHA WHITE	Member/ PARENT/CHAIR PERSON	
SONIA RENEE	Member/ PARENT	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, across all subject areas and grades, 85% of our scholars will demonstrate improvement in writing between the fall and the spring as evidenced by student achievement data (ELA Regents component scores) and from on-demand writing performance tasks designed by staff.

Comprehensive Needs Assessment

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

The 2013-2014 NYC Progress Report indicates that, our Weighted Regents Pass Rate was only .67 for English and .83 for US History. In addition, based on the NYSED Report Card, we did not meet our AYP in ELA and only 40% of students passed the Comprehensive English regents exam. To improve the data:

- Students must score at least 5 on their critical lens essays on the ELA Regents exams
- Thematic and DBQ essays in Global and US History Regents scores must be at least 4.
- Special needs students will successfully complete constructed response questions in math and science Regents exams.

Instructional Strategies/Activities

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

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

1. Improve teacher practice via collaborative team inquiry by grade level and subject area; use of common rubrics to assess work including peer review of each other's work; engaging in literacy PD on components of high quality writing. Classroom teachers will participate in monthly literacy cohort meeting and professional development sessions where they engage in the structured process of studying student writing and use teacher rubric while collecting exemplar writing pieces in order for all students to engage in self-reflection and goal setting for narrative, expository and argumentative writing units as evidenced by:
 - A collection of student and teacher work-products for each grade for narrative, expository and argument writing.
 - Artifacts from teacher team meetings and professional development
2. Increase student ownership of their work by: creating and reflecting on SMART goals on based on Common Core writing standards; using rubrics to self assess, evaluate and reflect on writing assignments.

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

1. Personnel - Administration, teachers, grade team leaders, department chairpersons. Resources - AVID strategies, Common Core library.
2. Personnel - Administration, teachers. Resources - online rubric generator, exemplars from Common Core library

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

1. Department and grade teams will meet weekly to engage in PD and assess student work together.
2. Across content and grade levels students will use writing templates to demonstrate mastery of the writing skills. Data from the quarterly and unit assessments; evaluation and reflection on SMART goals - students will know if they are meeting their goal and if not they will be receiving feedback on what steps they need to take.

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

1. September 2014 - December 2014 – Teacher teams will engage in the Tuning Protocol to examine student work; create rubrics to assess and for student self reflection; participated in monthly literacy cohort meeting and professional development during teacher common planning time focusing on the components of high quality writing and various writing strategies; and to examine student writing samples
2. January 2015 - June 2015 – Student will complete goals sheets where they reflect on their writing skills using teacher-constructed rubrics; and demonstrate improvement on student essays from their quarterly assessments.

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

1. Quarterly assessments will be administered 4 times during the school year. Tax Levy funding allocated for after school per session activity for school wide grading, and data analysis to support rapid feed-back to students.
2. Teachers will be scheduled to meet by department twice per week to unpack curriculum standards, plan collaboratively, examine student work, reflect on data, and to modify curricula as needed and meet after school for grading. Per session funded by TL and Title 1. Network support provided at no additional cost to the school.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Host a Title I Parent Curriculum Conference where parents are informed about key core curriculum content and learning standards
2. Conduct educational family events/activities, such as pupil path training during Parent-Teacher Conferences and throughout the school year so that parents can effectively monitor their child's attendance, behavior and progress towards meeting key writing standards and literacy skills in general.
3. Parent Association meeting and events

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, at least 90% of teachers will fully integrate assessment into instruction, through the extensive use of formative and summative assessments and utilize data to provide immediate feedback, reflect on teaching practices, adjust curriculum and improve instructions as evidenced by:

- The regular use of questions and assessments to diagnose evidence of learning by individual students.
- The use of rubrics to provide a variety of forms of high-quality feedback from both teachers and peers.
- Successfully differentiating instruction to address individual students' misunderstandings through remediation, re-planning and re-teaching and provide enrichment activities for advanced learners.

Comprehensive Needs Assessment

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

Based from STARS' report, many students who earned high grades in courses ending in Regents exams failed the NY State Regents exam. In addition, according to the 2012-2013 NYC Report card, no student successfully passed any Advanced Placement exams although many students received outstanding grades in their AP courses. There is a need for correlation between students' course grades and their Regents or Advanced Placement exams scores.

Instructional Strategies/Activities

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

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

1. Improve teacher practice in effective use of questioning; and use of formative assessment tools during classroom instruction through professional development on curriculum modification based on collected data; inter-visitations followed by reflections on observed best practices; and workshops on remediation and enrichment strategies
2. Provide academic intervention services to support struggling students by: modifying instructions based on student's style and learning needs; tracking student's progress in meeting specific standards; and providing high quality feedback on student work.

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

1. Administration, teachers, grade team leaders, department chairpersons, network coaches. Resources - Common Core library, Engage New York, Danielson Framework, common planning time in schedule.
2. Personnel - administration, teachers, grade team leaders, department chairs, network coaches. Resources - Castle Learning, Compass, Skedula.

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

1. All teachers will be observed at least four times throughout the year so administrators can observe their use of questioning and assessments.
2. 100% of students identified as the school's lowest third will receive academic intervention.

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

1. September 2014 – December 2014
 - Administered baseline assessments in all subject areas

- Learning style inventory profile for each student.
- Professional development on modifying curriculum based on student need
- Trained teachers on using data link
- Conducted professional development on how to create and use rubrics
- Offered workshops on remediation and enrichment strategies
- Created a tracking system to monitor student performance on specific learning skills and standards
- Scheduled inter-visitations to observe teachers incorporating various formative assessment tools during classroom instructions
- Analyzed results from Quarterly Assessment 1 in teacher teams
- Modified curricula based on data collected from summative assessments
- Displayed student work with high quality feedback from teachers and students based on teacher generated rubric

2. October 2014 – June 2015

Teachers will:

- Incorporate an array of formative assessment tools and strategies observed from classroom inter-visitations
- Consistently use data link to gather and analyze data and modify units based on assessment results
- Use student learning style profile to provide multiple entry points and means of expression for students to demonstrate learning
- Compare results from baseline assessments to student performance on specific standards on Quarterly assessments 2 and 3
- Display student work with high quality feedback from teachers and students based on teacher generated rubric

Students will:

- Demonstrate marked improvement on specific learning skills and standards
- Engage in enrichment projects (high-performing) or received remediation (struggling)
- Improve performance on the regents exams
- Demonstrate high correlation between course grades and regents scores
- Make progress towards passing the Advance Placement exams
- Improve their performance on SAT exams
- Progress towards grade level expectations on their grade levels by June

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

1. Tax Levy funding allocated for after school per session activity for school wide grading
Data Specialist and CIE funds for data analysis via after-school teacher teams.
Network coaches provide professional development at no additional cost to school.
2. Teachers will be scheduled to meet by department twice per week to unpack curriculum standards, plan collaboratively, examine student work, reflect on data, and to modify curricula as needed and meet after school for grading. Per session funded by TL and Title 1 supports 34 teachers X 10 hours each. TL and NYSTL funds software licenses.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. The school's website will be updated weekly to keep parents updated on important events
2. Newsletter will be used to inform parents about upcoming academic activities

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, 90% of students in social studies and ELA will improve their research skills between the fall and the spring as identified by teacher-created projects.

Comprehensive Needs Assessment

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

Though we have an A on the 2012-2013 NYC Progress Report, our college and career readiness grade was a C. We scored only 4.7 out of 10. Our Four and Six Year College Career Readiness Index was only 5.1% and 5.9% respectively.

Instructional Strategies/Activities

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

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

1. Collaboration between high school teachers and college professors and to ensure that students master proper research skills to be successful in college.
2. Professional development during department common planning meetings facilitated by Brooklyn College professors. 90% of teachers will participate in monthly professional development on college research practice in order to improve student college readiness research skills in all content areas.

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

1. Teachers, Brooklyn College professors; common planning time
2. Teachers, Brooklyn College professors; sample college level research papers

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

1. Brooklyn College professors co-plan and co-teach units with 9th and 10th grade selected teachers once per week.
2. 90% of teachers will attend a workshop on how to write a college level research abstract and participate in on-going professional development during department common planning meetings facilitated by Brooklyn College professors. A collection of student artifacts from teacher team meetings and professional development will evidence professional growth and inform further professional development support.

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

- September 2014 – March 2015

Teachers will:

- Participate in workshop on how to write a college level research abstract
- On-going professional development during department common planning meetings facilitated by Brooklyn College professors
- Brooklyn College professors co-plan and co-teach units with 9th and 10th grade selected teachers once per week
- Develop inter-disciplinary research projects during grade team meetings
- Continue collaboration with Brooklyn College professors to foster the development of the essential college level research skills

Students will:

- Complete baseline performance task on research skills
- Apply fundamental research skills focusing on identifying and collecting data from multiple sources
- Describe in detail the methodology and materials used in the research study
- Use and integrate reliable internet sources and library resources
- Complete at least 1 college-level research abstract and introduction from all students in all subject areas

- April 2015 - June 2015

Students will:

- Complete and present inter-disciplinary research projects in all grade levels
- Apply fundamental research skills focusing on synthesizing, summarizing and writing conclusions
- Redo baseline performance tasks on research skills and compare results to the baseline performance task administered from the fall term

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

1. Social studies and ELA 9th grade classes will be scheduled in blocks to encourage continuity and to reinforce key literacy and research strategies. Funding Allocation

is Expanded Success Initiative (ESI) grant. Network support provided at no extra cost to the school.

2. Funded by ESI, Brooklyn College professors will come in weekly to co-plan and co-teach with ELA and Social studies to incorporate college level research skills

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Workshops will be offered to parent to teach them the basic components and skills of research.
2. Curriculum fair at the end of the year to showcase exemplary student research projects

Budget and Resource Alignment

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

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

DOE Grant - Expanded Success Initiative

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2015, the PTA president and principal will have engaged with the Division of School Facilities at least 2 times to discuss the state of the school's physical plant and areas for improvement

Comprehensive Needs Assessment

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

Items that need to be addressed to improve the overall environment of the school: 1) Building leaks during storm 2) Padding in the gymnasium 3) AC Filters throughout the school building 4) Fitness room in gymnasium 5) Securing fire hose 6) Lockers repairs and replacements 7) 6th floor rewiring 8) Street parking for staff 9) Literature and technology upgrade for the school library

Instructional Strategies/Activities

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

1. Strategies/activities that encompass the needs of identified subgroups

- 1) Collaboration - Principal and PTA president will engage regularly via SLT, safety committee and ad-hoc meetings as needed.
- 2) Outreach - Principal and PTA president will engage other DOE divisions / personnel to continually assess and determine repair needs.

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

- 1) School Leadership Team, Superintendent's office, Division of School Safety, Building Custodian
- 2) District Family Advocate, Building Custodian, Division of School Facilities

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

- 1) SLT and safety committee will meet once a month to assess and monitor the progress of repairs and improvements.
- 2) Monthly meetings with Building Custodian and quarterly meetings with the Division of School Safety to evaluate the state of modifications and repairs.

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

1. September 2014 – January 2015
The teams will find and allocate funds to purchase supplies for repairs.
2. February 2015 – June 2015
The school custodian team will oversee the implementation plans to improve the overall school environment.

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

1. School Leadership Team, Division of School Safety, and Building Custodian will collaborate to monitor and implement the approved strategies.
2. District Family Advocate, Building Custodian, and Division of School Facilities will meet to ensure that the plans adhere to the building safety rules and regulations

and city policies

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Parent Association meeting and events. Celebrating student success in Parent Association meetings.
2. The school's website will be updated bimonthly to keep parents updated on important events
3. Newsletter will be used to inform parents about upcoming activities

Budget and Resource Alignment

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

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

School hopes to receive capital funding or other accommodations from DSF and other parties.

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

1. Strategies/activities that encompass the needs of identified subgroups

2.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> • Bridge to College Course: Students in grade 9 will take this English elective where they will be taught key cognitive strategies and literacy skills. • Students in grades 10 - 12 will receive a prep class in preparation for the ELA Regent examination as needed. • 12 grade students who did not pass the ELA exam will be given small group instruction to teach test taking skills that are required to pass the exam 	<ul style="list-style-type: none"> • Whole group instruction • Small group 	<ul style="list-style-type: none"> • During the school day
Mathematics	<ul style="list-style-type: none"> • Students in 9th grade receive an extra period of instruction in Algebra 1. • Students in grades 10-12 receive a prep class in preparation for the Integrated Algebra, Geometry and Algebra 2 / Trigonometry Regent exams as needed. • After School Regents Prep Program: Mandates all students who scored below 80 on the third quarterly assessment on any Math Regents course to attend after school tutoring. 	<ul style="list-style-type: none"> • Full group instruction • Tutoring / small group 	<ul style="list-style-type: none"> • During the school day • After school
Science	<ul style="list-style-type: none"> • After School Regents Prep Program: Mandates all students who scored between 55 and 65 on Living Environment Regents to participate in a specialized preparatory and lab program. 	<ul style="list-style-type: none"> • Full group instruction to targeted group 	<ul style="list-style-type: none"> • After school
Social Studies	<ul style="list-style-type: none"> • Students receive help afterschool and on Saturdays as needed. • Students in grades 10-12 receive a prep class in either global or US 	<ul style="list-style-type: none"> • Full group instruction • Tutoring / small group 	<ul style="list-style-type: none"> • During the school day

	<p>history or both in preparation for regent exams as needed.</p>		
<p><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<ul style="list-style-type: none"> • Student Support Groups: Our guidance counselor facilitates small support group meetings for various at-risk behaviors. (Conflict resolution, peer mediation truancy, bereavement) • Guidance Sessions: All students (especially At-Risk students) will have structured courses related to transcript evaluation, graduation requirements, college application, financial aid, college and career counseling. 	<ul style="list-style-type: none"> • Small group • Full group instruction 	<ul style="list-style-type: none"> • During the school day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
We attend hiring fairs sponsored by the DOE and also education programs. Teacher leaders conduct rigorous interviews, and professors from college examine curricula. Teachers who are not HQT work towards that status via continuing education or accreditation via the HOUSSSE. Network support for teachers to attend in school and out of school professional development.

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).
Our Teacher Leaders are assigned to all new teachers, new to teaching, untenured and other staff identified as needing additional support. Frequent classrooms visits, intervisitations, one-to-one coaching, grade-level and department meetings are scheduled to help support all staff members earn and retain their highly qualified status. CCSS is continually examined as it drives our curriculum planning.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Funds are coordinated and integrated to improve teacher effectiveness by supporting professional development in teaching strategies and instructional models that will increase the academic rigor of our curriculum for all students. Tax Levy, Title I funds provide supplies, Per Diem for Teacher PD days, and Per Session for before- and after-school activities - including teacher teams, study groups, and college enrichment programs. Tax Levy and Title I funds are used to provide additional per session for staff to support student development of academic and personal behaviors that align to DOE and CCLS expectations for College and Career Readiness. TL and NYSTL funds used to ensure all students have access to high-quality, leveled text and access to technology resources on a daily basis. TL Citywide Instructional Expectation allocation funds per session for teacher teams to plan collaboratively and to engage in network Professional Development

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Our teacher leaders and administrative team meet in March to review and plan for the upcoming school year's assessment cycle. We reflect on Regents pass rates, trends in pass rates and comparison to previous year's performances are reviewed and studied to formulate Regents Prep programs, design school-wide scheduling, assess proper teacher assignments as well as review periodic assessment results. Professional development training in ARIS, data analysis and our instructional focus is also planned. Resources are set aside to further develop our plan throughout the year. Teachers engaged in the selection of Measures of Student Learning by analyzing the offerings and aligning choices with our school vision. Teachers collaborate in content teams to design and revise assessment tools.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

Parent Involvement Policy (PIP)

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. BROOKLYN HIGH SCHOOL FOR LAW & TECHNOLOGY School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. BROOKLYN HIGH SCHOOL FOR LAW & TECHNOLOGY 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. BROOKLYN HIGH SCHOOL FOR LAW & TECHNOLOGY Scholar 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.

DBN: 16K498

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 codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) 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 consolidated². **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	\$398,333.43	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$3,092,175.00	X	See action plan

¹Explanation/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:

- 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.
- 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.

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

- **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).
- **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.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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.
- **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.
- **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:

- **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.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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.

**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 16	Borough Brooklyn	School Number 498
School Name Brooklyn High School for Law and Technol		

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 Michael Prayor	Assistant Principal Sharaz Scofield
Coach	Coach type here
ESL Teacher Kimberly Essex	Guidance Counselor Immacula Berrouet
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Veronica Buchanan
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	555	Total number of ELLs	21	ELLs as share of total student population (%)	3.78%
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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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out										1	1	1	1	9
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	6	1	1	1	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	11	ELL Students with Disabilities	2
SIFE	3	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	4

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	11	1	0	6	1	0	4	1	2	21

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		
Total	11	1	0	6	1	0	4	1	2	21
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
TOTAL	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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	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										5	1	2	3	11
Chinese														0
Russian														0
Bengali										1	1			2
Urdu														0
Arabic												2	1	3
Haitian											2			2
French												2	1	3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	6	4	6	5	21								

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	1	0	3
Intermediate(I)										1	0	2	1	4
Advanced (A)										2	3	4	5	14
Total	0	4	4	7	6	21								

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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	8		0	
Integrated Algebra	12		12	
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	12		12	
Physics				
Global History and Geography	4		2	
US History and Government	9		5	
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.
Brooklyn High School for Law and Technology uses the NYSESLAT exam and the LAB-R to assess the early literacy development of our

students. Additionally, during the quarterly school-wide Q-exams, ELLs take a practice NYSESLAT exam. Our ESL teacher uses this data to develop appropriate curriculum for ESL classes and informs content-teachers about areas in which ELLs may need additional help and works to support them in the classroom.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. Generally, an ELL moves up one level each year, occasionally spending an extra year at one level or another. ELLs who are currently at the beginning level are mostly new comers. This year's NYSESLAT scores revealed that no advanced students made enough progress to achieve proficiency level. In fact, one student—a SIFE with low attendance—who previously tested advanced has now dropped back down to intermediate proficiency. At the same time, many other students progressed to the advanced level. 5 students progressed from intermediate to advanced proficiency. 1 student progressed from beginner to advanced proficiency.
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](#))

For the majority of the intermediate and advanced students, speaking is in line with the general school population. It is the Reading and Writing skills that are holding our students back from the proficiency level. This is especially the case in the ELLs who are on the advanced level. After looking at the LTE scores by modalities, it was prevalent that the reading and writing scores tend to fluctuate causing ELLs to remain at the advanced level.

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?

Data across proficiency levels and grades show that differentiated instruction must be implemented across content to assist our ELLs with learning, regardless of grade level. 4 of our 21 ELLs are at intermediate proficiency level, 3 are at a beginning level, and 14 are functioning at an advanced level. Data assessments through grades and proficiency levels reveal that our school instructional staff needs to make use of various adaptive pedagogy to maximize student learning and effective teaching through the use of electronic resources, technology and/or internet resources (Smart Boards, power point presentations), integrated instructional units across disciplines, collaborative team-teaching with SETSS and other support staff, cooperative learning, scaffolding, word walls, culturally relevant connections and experiences, workshop model, SSR, Read Aloud, Reader's/Writer's workshops, customized classroom libraries, guided reading and writing, modeling, accountable talk, academic competencies which reflect Bloom's Taxonomy of higher order thinking skills, project-based learning, student choice of activities for learning and assessment. Our extensive use of technology, including Internet-connected computers and Smart Boards in each classroom, extends teachers' and students' access to multimedia visuals to aid in language learning and concept.

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?
Our ESL teacher provides data and strategies to content area teachers so that they can identify and understand the language stage of the ELLs that they serve (pre-production, early production, speech emergent, beginning fluency, intermediate fluency, or advanced fluency) and know how to support them in progressing to the next stage within all content areas. Outside of ESL classes, ELLs are in classes which are predominantly general ed. With appropriate strategies for each level, all teachers ensure that ELLs can make achievements comparable to the general ed students.

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.).
 - a) The school has a safe environment and inclusive culture that support progress towards the school's professional, academic, and social-emotional learning goals; the school uses data, such as the learning environment survey (LES), incident reports, and attendance to guide improvements
 - b) Each student is known well by at least one adult who helps to coordinate social-emotional learning and other child/youth development supports that impact the student's academic success
 - c) Students are interested and engaged in their learning; want to succeed; indicate (when developmentally possible) that the school

strongly supports their social emotional learning and academic development and that their voice and active participation influence school- wide decisions.

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

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](#).)
Parent indicates it is the first time the child is registering in a NYC public schools; the pupil accounting secretary does a search in ATS to ensure the child was not previously registered in the system and does not have an exam history. If the child has been registered in a NYC school before in grade K-12, then the school must use the flag indicated in the system. If the child is truly a new admits; ELL coordinator/teacher conducts informal interviews of the parent and child and assists the parent in filling out the Home Language Survey (HLIS). If there is a need for a translator, the school will provide one. If there is no staff member who may translate, the student is placed in a class and the school makes arrangement for translator within 3 days. The initial class placement may change within the first 10 days. Parent is notified of such process at the time of registration. After the HLIS is filled out, ELL coordinator will determine if the child needs to be given the LABR as per their HLIS. The LABR is administered to the student within the first week of school (no later than ten days from enrollment date). Coordinator will use the LABR results and parent(s)'s interview to determine if the student needs academic intervention. For students who are SIFE, they will go into the after school program for SIFE, for all other they will receive academic intervention throughout the day. Once the LABR is hand-scored; if the LABR indicates the child is an ELL, a class change will be made if necessary.
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.
The "Entitlement Letter" is sent to parent, a copy is kept at the school. Student will begin to receive appropriate services, Parent coordinator (PC) is notified. The PC/ELL Teacher will then invite the parent(s) to an orientation for ELLs parents. The parent will be informed of their rights as parents of students who speak another language other than English. Translation will be provided for the parents. At the Parents' Orientation, the parent(s) will fill out a program selection form. If the parent selects as their first choice a program which is not offer at the school, the PC and ELL teacher will inform the parent that the program is not offered at the school that school year. The PC and ELL teacher will inform parent of their choices: request a transfer to a school that has the program they selected; to remain in this school and their request to be kept on record and apt for the second choice until their following school year. A placement letter is sent to parent in their home language. This placement letter indicates the program the student was placed. The school will keep a running record of the parents' program selection and will use that information to plan for the following school year. Parents will be notified before the beginning of the next school year if the program they selected as their first choice will not be offered the following school year, informing them again of their rights to transfer their child to a school that offers their selected program.
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 [\[see tool kit\]](#).)
Parent surveys and program selection forms are distributed and explained during registration. During the ESL parent orientation meeting, held the first week of school, parents are given a brochure and informed of the three programs offered by the NYCDOE. All forms are collected by the conclusion of the parent orientation. Parents that don't return forms receive daily phone calls until forms are returned. Once forms are collected, the ESL teacher files and secures them in a locked file cabinet. The original forms are placed in the student's permanent record file. Once it's determined that the student is eligible for ESL services, an entitlement letter is sent home.
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.

Parents and students identified as needing additional ESL services such as (extension of services) meet with the Principal and programmer of the school. The meeting discusses programs we offer as well as additional classes students will have. Our meetings include translators in the appropriate language to help parents and students understand our programs. The "Entitlement Letter" is sent to parent, a copy is kept at the school. Student will begin to receive appropriate services, Parent coordinator (PC) is notified. The PC/ELL Teacher will then invite the parent(s) to an orientation for ELLs parents. The parent will be informed of their rights as parents of students who speak another language other than English. Translation will be provided for the parents. At the Parents' Orientation, the parent(s) will fill out a program selection form. If the parent selects as their first choice a program which is not offer at the school, the PC and ELL teacher will inform the parent that the program is not offered at the school that school year. The PC and ELL teacher will inform parent of their choices: request a transfer to a school that has the program they selected; to remain in this school and their request to be kept on record and apt for the second choice until their following school year. A placement letter is sent to parent in their home language. This placement letter indicates the program the student was placed. The school will keep a running record of the parents' program selection and will use that information to plan for the following school year. Parents will be notified before the beginning of the next school year if the program they selected as their first choice will not be offered the following school year, informing them again of their rights to transfer their child to a school that offers their selected program.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

All parents request ESL services for students identified as needing language support. We have about 5 - 7 families every year who are identified as needing additional language services and for the past two years, our surveys show that parents request that their children be prepared to pass the English Regents with additional language support.

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. 
The Law and Tech ESL program is fully aligned with parent requests and expectations.

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])?

At BK Law & Tech a pull-out organization model is used. All students are scheduled for the content classes appropriate to their grade level but are pulled out of the regular grade-level program to attend the ESL classes appropriate to their proficiency level. Beginners receive 3 periods of ESL, 5 days a week, with no other ELA class. Intermediate ELLs receive 2 periods of ESL, 5 days a week, with no other ELA class. Advanced ELLs receive 1 period of ESL, 5 days a week, in addition to an ELA class appropriate to their grade level. Most ESL classes are heterogeneously mixed with one period a day of Beginners, Intermediates, and Advanced ELLs, a second period a day of just Beginners and Intermediate ELLs, and one homogeneous period a day for Beginners only. ESL curriculum is aligned with the ELA department to ensure that ELLs do not fall behind in their credits and are prepared to enter general ed ELA classes when they reach the Advanced level.
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)?

All our students receive a minimum of 180 minutes of direct ESL instruction per week. Each English period totals 45 minutes every day and ESL is 45 minutes daily. Advanced proficiency ELLs receive 1 period of ESL daily in addition to attending the general ed ELA class for their grade. Intermediate ELLs receive 2 periods of ESL daily and beginner ELLs receive 3 periods of ESL daily.
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.

All content areas are delivered in English. Content teachers provide native language support when possible through the use of native language documents and dictionaries. school instructional staff needs to make use of various adaptive pedagogy to maximize student learning and effective teaching through the use of electronic resources, technology and/or internet resources (Smart Boards, power point presentations), integrated instructional units across disciplines, collaborative team-teaching with SETSS and other support staff, cooperative learning, scaffolding, word walls, culturally relevant connections and experiences, workshop model, SSR, Read Aloud, Reader's/Writer's workshops, customized classroom libraries, guided reading and writing, modeling, accountable talk, academic competencies which reflect Bloom's Taxonomy of higher order thinking skills, project-based learning, student choice of activities for learning and assessment. Our extensive use of technology, including Internet-connected computers and Smart Boards in each classroom, extends teachers' and students' access to multimedia visuals to aid in language learning and concept. Across classrooms, teaching strategies and routines are strategically differentiated so that all learners have multiple entry points, supports, and extensions into the curricula. Across classrooms, teaching strategies and routines lead to high levels of student engagement and thinking, as evidenced in work products and processes. Regents examinations are also administered in the students' choice of languages. Most ELLs take their exams in English but have the native language copy as a resource. Instructional supports are focused on English reinforcement and enrichment. Content specific skills and understandings are given in English with instructions and additional support given in their native language when possible. Our Spanish teacher is a valuable resource in serving the needs of our hispanic population.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Native Spanish-speakers are evaluated by our Spanish teacher.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are evaluated by our ESL teacher who functions as our testing coordinator. Brooklyn High School for Law and Technology uses the NYSESLAT exam and the LAB-R to assess the early literacy development of our students. Additionally, during the quarterly school-wide Q-exams, ELLs take a practice NYSESLAT exam. Our ESL teacher uses this data to develop appropriate curriculum for ESL classes and informs content-teachers about areas in which ELLs may need additional help and works to support them in the classroom.
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).

SIFEs (Students with Interrupted Formal Education) receive Basic ESL instruction and are scheduled for the workshop model of instruction class, which assists them with decoding and encoding. In addition, the Fountas and Pinnell Assessment system is utilized to offer targeted reading materials at students' specific decile level. In addition, students can utilize the Plato programs to accumulate credits.

Newcomers are given extra guidance from our ESL instructor, Ms. Essex, who meets regularly with the students and facilitates their making connections with teachers and students as they adapt to their new environment. Ms. Essex also provides support to the teachers of ESL students to ensure that they are receiving the proper support in all of their classes.

Long-term ELLs and ELLs receiving service 4 to 6 years are given additional support in the form of tutoring in after school classes in ESL, Regents Preparation and Native Language Arts instruction.

Former ELLs continue to receive the attention, and assistance if necessary, of our ESL instructor. They also continue to receive any accommodations that are applicable.

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?

To accelerate English language development and ensure access to academic content areas for ELLS-SWDs, our team currently implements the following instructional strategies:

- Instruction is explicit and systematic
- Provide multiple opportunities for practice
- Maximizes student engagement
- Increase text time on text/Increase time on task
- Use wait time on a consistent basis
- Establish a set of routine of activities so that students can make sense of what is happening.
- Model skills and strategies during lessons
- Lesson objectives are clear
- Make relationships among concepts overt
 - Emphasize distinctive features of new concepts
- Use of flexible grouping
- Provide immediate, corrective, explicit feedback
- Provide scaffolds in how to use strategies, skills and concepts
- Teachers adjust own use of language to make concepts comprehensible

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?

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

Courses Taught in Languages Other than English

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

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

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

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

Science:				

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

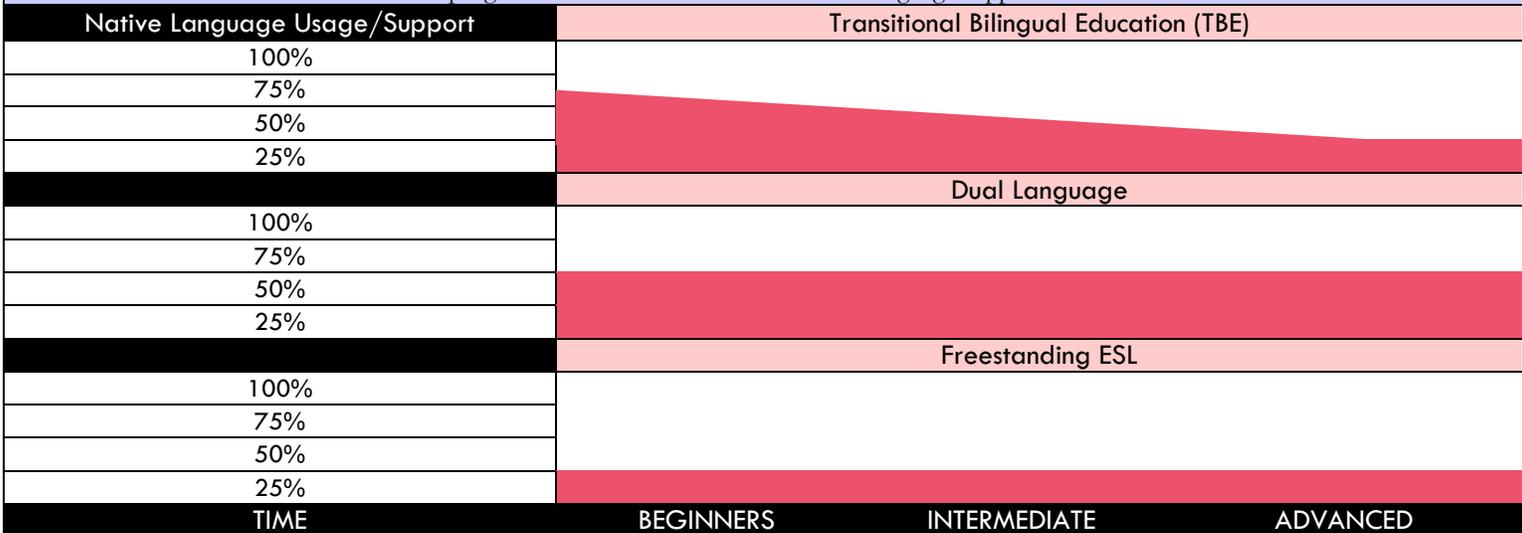
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- After school classes and tutoring in ESL, ELA, Math, Regents Preparation, Science and Social Studies are offered during our extended day program and this supports the transition of ELLs. Bilingual dictionaries and visuals are used in content area classes to support content comprehension and mastery. A native language arts class, taught in Spanish, helps build student literacy skills eventually leading to transfer of skills. Students are also supported by appropriate number and level of daily ESL classes. These ESL classes are alligned with the ELA classes offered to our general ed students to ensure that ELLs receive their credits as well as preparation for the regents exam. Our ESL teacher also supports content area teachers to ensure the success of ELLs in their content area classes.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Data shows that our current program is meeting the needs of ELLs in that steady progress is shown as most ELLs progress to the next level of English Language Proficiency each year. In regents exams, most advanced ELLs achievements are at or near that of the general population. ELLs at lower proficiency sometimes need an additional year of English language support before they reach the same levels of achievement.
11. What new programs or improvements will be considered for the upcoming school year?
- The Achieve 3000 reading program has been expanded. ESL and ELA teachers have been trained. The school has also introduced the Plato program. The Assistant Principal of Organization is working on proposals to receive grants to purchase additional resources for ELLs.
12. What programs/services for ELLs will be discontinued and why?
- The school does not plan to discontinue any of the programs it currently offers ELLs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All students are informed of events and extra-curricular activites through morning announcements, the school website, and letters and newsletters sent home. ELLs participate in all extra-curricular activities and are members of all school clubs and sports teams.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Every ELA, ESL and Social Studies classroom is equipped with a classroom-leveled library. Each classroom has a smartboard for ELA and content teachers to help with visualization and reading, as well as laptops equipped with language acquisition and acceleration programs to be used in ESL classes.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Bilingual dictionaries, picture books, projectors and other visual aids are used. Native language Arts classes are offered to Spanish-speaking ELLs.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All ELLs are offered standard-based instruction according to their age and grade level. Regents skills classes for Regents exams required in the 9th, 10th and 11th grades are offered to the entire student body including ELLs. The college advisor schedules ELLs for PSAT and SAT tests, offers advice and assists them with the completion of college applications and applications for student aid and loans.
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.
- For all newly enrolled 9th graders, including ELLs, a summer orientation and classes (for credit) are offered to allow students to acclimate before the school year begins.
18. What language electives are offered to ELLs?
- Spanish language classes are offered to all students including ELLs.
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.

Throughout the 2013 - 2014 school year, our ESL teacher will receive common-core aligned, professional development in effective ESL instructional practices in-house and outside the school building courtesy of CFN 103.

Similar PD opportunities will be accessible to general education teachers as well. Through horizontal and vertical lesson planning collaboration, teachers will have the opportunity to share best common practices-to best serve our ESL populations. The 7.5 hours of professional development offered to all staff includes differentiated instruction, use of technology in the classroom, behavior management, Wilson reading, utilizing data sources effectively, and effective use of manipulatives in the classroom. Staff development began in September 2013. The ESL teacher will provide the training for all classroom and special education teachers. The topics to be covered are as follows:

- a. ESL Teaching Strategies and Methodologies and how to use them in mainstream classroom
- b. Content Area Instruction and ELLs
- c. Process of Second Language Allocation
- d. Vocabulary Development for ELLs
- e. How Cultural Difference Affects Teaching and Learning - Using background knowledge to support ELLs.
- f. Scaffolding Techniques for ELLs
- g. NYSESLAT Preparation
- h. Learning Styles for ELLs/grouping

The topics chosen will help classroom teachers address the needs of ELL students in their classrooms. The ESL teacher will attend PD presented by the ELL Instructional Specialist.

Additional Support services provided to LEP students, including those who are EL:

- Reading Volunteers
- AIS services in Literacy and Math
- Independent Investigation Method - an enrichment program utilized once a week for grades K- 5.
- Great Leaps Program used by trained paraprofessionals with targeted students in math and literacy during the school day
- Test taking skills- an after school enrichment program

Sign-In sheets are kept of teachers who attend all professional development. Members receive certificates at the completion of their 7.5 professional development hours.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. We have a very small group of ELLs in our school and the parents are notified by the ELL Coordinator as to the progress of their child. All our parents are invited to functions in our school and since the majority of our ELL parents are Spanish speaking we have bilingual staff members who are available at all meetings and parent reach out to ensure communication. We have a strong, involved PTA, consisting of ELL and nonELL parents/guardians. All parents/guardians including the parents/guardians of ELLs are invited to attend parent curriculum workshops, PTA meetings, SLT meetings and other meetings with staff and administration including other scheduled social and cultural events. Parents are encouraged to participate in information meetings here at the school and join in High School tours so they are more fully aware of educational options for their children. The PTA reaches out to get parents involved in planning as well as participating in these events. Parents are kept informed by letters and updated calendars as well as pupilpath and the schoolwebsite. Parents are invited to attend all PTA meetings, parent teacher conferences, classroom events, information meetings and graduation ceremonies. They are notified by phone, letter, PTA happenings, school website, etc. Translation is provided by the Spanish teacher, other teachers, fellow parents and DOE translators.

2. We are in the process of working with RCSN (Resources for children with special needs). This organization offers help with the Individualized Education Program process, early childhood services and programs, kindergarten placement, managing Medicaid services and mental health services. Additionally, this organization offers assistance with community resources and after school situations. The Family Center provides a unique service to families, by offering assistance with health-care coordination and management and expert legal and social services. The Family Center provides support programs to families which help to build family stability, particularly to those who have sustained a loss, crisis or serious illness within the family.

3-4. Our PTA offers monthly parent breakfasts for all parents/guardians including ELL families to voice their concerns and ask questions. Breakfasts are also offered in Spanish. Parent Coordinator provides reachout services to all new families, and uses DOE translators for correspondence whenever available. Guidance and Parent coordinator hold high school and middle school applications process meetings for all parents, especially ELL families new to NYC. These meetings are also offered in Spanish. We use the feedback from the learning environment survey to evaluate and better address the needs of our ELL families. Our PTA reaches out to new families and parents are encouraged to attend PTA meetings to inform the PTA of their needs and concerns. This is an opportunity for parents to network and assist each other to adjust to their new community. ELL parents/guardians are always invited to school concerts, publishing parties, end of unit celebrations, cultural performances, math and science fairs and much more. Monthly school newsletters as well as monthly publications to help students learn are offered to parents in both English and Spanish.

Parents are encouraged to be active members of our school community. School staff (Deans, Guidance Counselors, Attendance Teachers, School Aides) are in constant contact with our parents through phone calls, letters, and in 1:1 conferences. Through the year, parents have countless opportunities to be involved in our school through afterschool volunteer activities, and in the parent teachers association (PTA). Our school accesses the needs of our parents both formally and informally.

For non English speaking parents, oral interpretation services is provided for the following events:

- a. Parent Teacher Conferences
- b. ELL Parent Orientation
- c. Phone calls from teachers regarding students' academic progress
- d. IEP conferences
- e. PTA Meetings
- f. Parent Workshops

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.

1. The school uses a number of assessment tools to assess the early literacy skills of ELLs, such as Fountas and Pinnell and ELL Periodic Assessments to gauge the needs and levels of language acquisition. This allows us to offer more small-group and differentiated learning activities.
2. The data patterns on the NYSESLAT and LAB-R reveal that most of our students in grades 9, 10, and 11 score on the Intermediate level, and with the exception of grade 10, most students steadily progress to the Advanced level as they reach grade 12. The number of students who score at the Beginner level steadily decrease as they progress through high school. Moreover, by grade 10 and 11., many of our students have progressed to the Intermediate level. The NYSESLAT Modality Analysis indicates that most of our students score at the Intermediate or Advanced Levels in listening and speaking across all grades, and score at the Intermediate level in Reading and Writing in grades 9, 10, 11.
3. Patterns across the NYSESLAT modalities reveal that many of our students struggle with the reading and writing tasks on the exam, as evidenced by the fact that the majority of students scored at Beginner or Intermediate levels on these modalities, while the majority of students scored at the Intermediate and Advanced levels on the listening and speaking sections of the test. As a result of this analysis, we are offering a variety of instructional supports to students: more emphasis on reading and responding to texts via the use of reading response and writing response journals; one-to-one targeted reading and writing conferences with teachers; the use of a daily oral language activity in all English and ESL classrooms to build grammar and usage skills' focusing on informational texts relevant to students' lives and interests; a daily silent, sustained independent reading activity (SSR) from independent reading materials; explicit instruction in the habits of proficient readers in regular classroom discourse such as finding the main idea, understanding how to use supporting details, finding textual evidence to support a claim, and understanding the use of rhetorical elements such as tone, purpose, audience, as well as recognizing how authors use literary elements to develop themes and motifs in works of literature. All of these activities, plus constant feedback, monitoring and revising of student work is yielding positive results as more and more students are progressing to the Advanced level by grade 12.
4.
 - a) ELLs, especially newcomers, generally perform better on tests taken in the native language than in English. However, SIFE students do no better on tests in native languages than on tests in English.
 - b) School leadership and teachers regularly meet during common planning time to analyze data and evaluate student results on different assessments, such as the ELL Periodic Assessments. Based on this analysis, they revise the curriculum maps to focus more on skills that need to be developed and to incorporate these skills in the daily instruction, as well as developing a plan to address these deficiencies through writing activities. After reteaching and reviewing areas of deficiency, students are again given an assessment and an item analysis is conducted by the ESL team to determine next steps.
 - c) The school is learning how to tackle the needs of our ELLs through periodic assessments as well as common instructional strategies across all disciplines that can be adapted by teachers of different subjects to improve student outcomes, such as building academic and domain specific vocabulary, annotating text, finding key details and paraphrasing and summarizing key concepts.

Part VI: LAP Assurances

School Name: Brooklyn HS for Law and Tech

School DBN: 16K498

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Michael Prayor	Principal		11/13/13
Sharaz Scofield	Assistant Principal		11/13/13
	Parent Coordinator		11/13/13
Kimberly Essex	ESL Teacher		11/13/13
	Parent		11/13/13
	Teacher/Subject Area		11/13/13
	Teacher/Subject Area		11/13/13
	Coach		11/13/13
	Coach		11/13/13
Immacula Berrouet	Guidance Counselor		11/13/13
	Network Leader		11/13/13
	Other _____		11/13/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 16K498 School Name: Brooklyn High School for Law & Tech

Cluster: 01 Network: 103

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

Part A: Needs Assessment Findings

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

We utilize Skedula data system, ATS parent preferred language report, and the blue card to identify the parents and guardians of students requiring written translation and oral interpretation. Twice per term we survey parents in their native language to determine the efficiency and need for translations. Live calls are made to the homes of absent students and feedback from live communication help us assess or update or need to communicate with certain parents in a language other than English. Two teachers at our school who are licensed teachers in Spanish translate any document which is sent out to the parents of students who don't speak or read English. Whenever there is a parent meeting, a teacher who is fluent in Spanish is present to translate. Our guidance counselors is fluent in French and Haitian Creole and provide professional translation services as needed. Any outreach made via telephone is done in Spanish, French or Haitian Creole as determined by the home language survey and the parent preferred language report. One to one meetings with parents who need translation services will be provided.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The home language report indicates that out of 524 students, language supports are needed for the families of students in the following languages: Arabic (3 students), Bengali (5 students), French (2 students), French-Haitian Creole (2 students), Haitian Creole (8 students), Jamaican Creole (1 student), Russian (1 student), Spanish (52 students), Urdu (1 student), and Wolof (1 student).

Brooklyn High School for Law and Technology has a very effective system for communicating with the families of students who don't speak English. As well as having professional Spanish, French, and Haitian Creole translators, we utilize language services and resources offered by the Translation and Interpretation Unit from the New York City Department of Education- email: translations@schools.nyc.gov or we call 718-752-7373. The availability of these resources are reported to the school community by e-mail, by news letter, through parent-teacher

conferences, and by word of mouth (when a non-English speaking parent randomly comes to the school to address a concern (s).

Part B: Strategies and Activities

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

As well as having professional Spanish, French, and Haitian Creole translators, we utilize language services and resources offered by the Translation and Interpretation Unit from the New York City Department of Education- email: translations@schools.nyc.gov or we call 718-752-7373. To ensure timely provision of translated documents to parents determined to be in need of language assistance services, we also use already translated forms and documents provided by the New York City Department of Education. Forms and documents generated by the school exist in various languages to be readily available for parents and guardians who don't speak English.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

In-house staff and credible parent volunteers will provide translation services at all meetings with parents (PTA, SLT, discipline conferences, counseling conferences, random) who don't speak English. All written communication sent to parents in English will be translated into Spanish, Haitian Creole, Arabic, and Bengali as needed.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

To fulfill Section VII of Chancellor's regulation A-663, 16k498 will continue to: (A) provide each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services (in English and parent preferred language-parent specific) (B) post in a conspicuous location at or near the primary entrance to such school a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. In our case by readily available school staff (C) In cases of emergencies, our translation staff will serve as interpreters to communicate vital information between Administration and parents. (D) Our school's website provide information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.