

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

**School Name:** BROOKLYN SCHOOL FOR CAREER DEVELOPMENT

**DBN (i.e. 01M001):** 75K753

**Principal:** YVROSE PIERRE

**Principal Email:** YPIERRE4@SCHOOLS.NYC.GOV

**Superintendent:** GARY HECHT

**Network Leader:** KETLER LOUSSAINT

## School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Yvrose Pierre	*Principal or Designee	
Albert Justiniano	*UFT Chapter Leader or Designee	
Kim Burgess	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Jaleel White Terry Simmons	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Marie Bernier	Member/ staff	
Altagracia Valdez	Member/ staff	
Doreen Brooks	Member/ parent	
Lataisha Surrency	Member/ parent	
Vivianne Cabrera	Member/ parent	
Grace Newberns	Member/ parent	

\*\*Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she 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.
- 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).

## **Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

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

## CEP Checklist

### **All Schools**

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

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

By June 2015, Brooklyn School for Career Development (BSCD) will improve student attendance by 10% when compared with the previous year.

### **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.

An analysis of various ATS reports indicates that academic achievement is strongly correlated with regularly attending school. Attendance at BSCD seems to follow a general pattern of decreasing over the course of the academic year and over the course of each individual week. The truancy rate of our incoming 9<sup>th</sup> graders, the frequent incarcerations, and the lengthy hospitalizations exacerbate our attendance struggles. (2)Many of our incoming freshmen have struggled academically through intermediate school and display truancy and other school avoidance behaviors. (3)Many of our students have been promoted from 9<sup>th</sup> grade, but are stymied in their movement to 11<sup>th</sup> grade because of the stringent English and Social Studies requirements. (4)The loss of the RCT safety net has profoundly hindered the success of our students who now must negotiate the New York State 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)Skill remediation for incoming freshmen who scored Level 1 on their 8<sup>th</sup> grade ELA and /or math exams. (2) Scheduled periodic academic advisement sessions that focus on use of the Graduation Trackers to motivate the upper classmen. (3)BSCD implemented its Weekly Attendance Team meetings to improve the attendance of specific cohorts of students: Inclusion, diploma bound, CDOS and Alternate Assessment, Standardized Assessment, and the 806 Satellite.

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

- 1) Wilson and Language Live to address comprehension deficiencies and Math Skills instruction to bolster computational skills. (2)Office of College and Career Readiness, BSCD Regents Lab, and Test Sophistication classes. (3)Administrators, Counselors, Attendance Teacher, Parent Coordinator, and Family Worker.

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

- (1)Analysis of STARS data to determine the effect of remedial courses on helping students to successfully access the high school curriculum. (2)Analysis of STARS data and the results of New York State examinations to determine the efficacy of our test preparation and college readiness programs. (3)Analysis of ATS attendance data to determine the overall effectiveness of the three strategies on improving student attendance, individually and by cohort

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

- (1)September 2014 thru June 2015. (2) September 2014 thru June 2015. (3) December 2014 thru June 2015.

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

- (1)One teacher will implement Language Live in the technology lab daily with 1 class of students, one teacher will implement Wilson Reading daily with 1 class of students, and one teacher will implement Math Skills remediation to 1 class of students daily. (2)College and Career Specialist and members of the counseling staff will meet with students on a quarterly basis to review their progress towards graduation. (3) Weekly Attendance Team meetings are scheduled and all members are held accountable for their participation and the improving attendance of their respective cohorts.

### **Strategies to Increase Parental Involvement**

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

The Parent Coordinator is a member of the Attendance Team and participates fully in all attendance initiatives. She continues to make outreach telephone calls and has become the advisor to a cohort of approximately 15 students. During January 2015, parents will have the opportunity to participate in academic advisement sessions with their children and the respective counselors and/or programmers

### **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

List any additional fund sources your school is using to support the instructional goal below.

The school budget has allocated the funding of Language Live. AIDP funding provides an additional family worker to support our outreach efforts.

## 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.

Through the creation of a supportive environment, by June 2015, there will be a 25% increase in establishing linkages with various agencies across the city to help students achieve their post-secondary goals: vocational training, competitive employment, college enrollment, housing/medical benefits, career and college readiness as evidenced by ATS discharge data and/or school transition tracking

### **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.

A review of longitudinal data, coupled with the phasing out of the IEP Diploma and the phasing-in of the Career Development and Occupational Studies (CDOS) Commencement Credential, indicates that post-secondary success for our "at-risk" students requires a systematic and purposeful introduction to career planning. Career exploration activities must include the direct instruction of the "soft" skills needed to gain and retain employment. The reality is that the majority of our students will achieve the CDOS Commencement Credential, rather than the local diploma or the Regents diploma. The requirements of the CDOS Commencement Credential include, both, an ongoing Career Plan and 216 hours of Career and Technical Education (CTE) coursework

### **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. (1)Career Exploration instruction. (2) Periodic meetings with the College and Career Specialist to develop Career Plans. (3)Increased communication and participation in community employment opportunities.

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

1. 1) Work Readiness series by Rosen Publishing and Life Skills Handbooks by Saddleback Educational Publishing to guide Career Exploration instruction (2) Office of College and Career Readiness and counseling staff. (3)Job Developer and Transition Teachers.

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

1. 1) Analysis of STARS data to determine the participation and passing rates of Career Exploration courses. (2)Analysis of STARS and ATS data to determine the overall effect of the Office of College and Career Readiness. (3)Analysis of aggregate and individual A-1 Transitional Activity Logs to determine the rate of exposure to and participation in transitional activities.

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

1. October 2014 thru June 2015. (2)September 2014 thru June 2015. (3)September 2014 thru June 2015

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

1. (1)One teacher will implement Career Exploration instruction with 1 class of students daily. (2)College and Career Specialist and members of the counseling staff will meet with students to develop Career Plans and track progress towards the CDOS Commencement Credential for standardized students or the Skills and Achievement Commencement Credential for alternate assessment students using our CCR Trackers. (3)College and Career Specialist, Job Developer, Counseling staff, and Transition Teachers will escort students to job fairs, adult service agencies, and interviews while supporting their efforts to complete online job applications

### **Strategies to Increase Parental Involvement**

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

The Transition Linkage coordinator hosts the annual Transition Fair to facilitate initial contact between parents/guardians and adult service agencies. The Office of College and Career Readiness will host a parent information workshop in tandem with Parent-Teacher Conferences. The Parent Coordinator will reach out to parents via telephone calls, postcards, and flyers.

### **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.

Parent Coordinator funds will help in hosting a College and Career Readiness workshop for parents

### 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 as a result of effective leadership, there will be a 10% increase over the baseline in students successful completion of academic credits as evidenced by the number of students (at least 10%) promoted to the next grade level based upon the required credit accumulation.

#### 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.

An analysis of diverse data, including credit accumulation, promotions, standardized test results, and periodic assessments highlights the impediments that our students face in passing their courses

#### 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. (1)Monthly Pupil Personnel Team meetings (2) Quarterly Academic Advisement sessions. (3)Increased opportunities for Blended Learning, and (4) Independent Study

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

1. 1) Administrators, counselors, and lead teachers. (2)Office of College and Career Readiness and counseling staff. (3)School-based Coach and iLearnNYC laptop cart

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

1. 1) Analysis of SWIS, OORS, ATS, STARS, and teacher anecdotal records to determine the efficacy of the Pupil Personnel Team. (2)Analysis of Academic Advisement Records and STARS data to determine the effect of student voice/choice on academic performance. (3)Survey of teachers involved in the Blended Learning and independent study initiative to determine the motivational value of these options for the students

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

1. (1)September 2014 thru June 2015. (2) September 2014 thru June 2015. (3) September 2014 thru June 2015

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

1. 1) Counselors and lead teachers will meet on a monthly basis to strategize how to support struggling students. (2)College and Career Specialist and members of the counseling staff will meet with students on a quarterly basis to review their Graduation Trackers, transcripts and report cards to plan their subsequent course schedules. (3)School-based Coach and School-based Mentor will support a group of 3 teachers in integrating Blended Learning and independent study into content area instruction

#### Strategies to Increase Parental Involvement

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

The Parent Coordinator offers meaningful and informative workshops to parents/guardians. Parents are encouraged to take an active role in their children's education through the Parent Teacher Association and the School Leadership Team. The workshops share necessary information about the various educational programs at the school and available in the community

#### 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.

iLearnNYC has provided laptop cart with 30 laptops for student use and a Resolution A grant has funded new computers for each classroom.

## 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, there will be greater teacher collaboration as indicated by a 10% increase in interdisciplinary courses i.e. math/science; global studies/art, trips, and special events

### **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.

A survey of the interests and expertise of the pedagogical staff indicates the need for interdepartmental collaboration, as well as intradepartmental collaboration. Research shows that interdisciplinary courses will help our students to think more critically and foster integration of knowledge.

### **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. (1)Weekly interdepartmental professional learning communities. (2) Weekly interdepartmental professional development presentations.

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

1. 1) School-based coaches and teachers. (2)School-based coaches and lead teachers.

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

1. (1)Periodic surveys of the interests of the pedagogical staff and minutes of professional learning community meetings. (2)Periodic surveys of the needs and expertise of the pedagogical staff and minutes of the professional development presentations

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

1. (1)September 2014 thru June 2015. (2)October 2014 thru June 2015

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

1. (1)Teachers meet in interdepartmental professional learning communities on a weekly basis to explore a variety of school improvement options, including, transition, parental engagements, shop enhancement, IEP facilitation, test preparation, technology expansion, grant-writing opportunities, website development, creative arts, and attendance improvement. (2)Teachers participate in weekly interdepartmental professional development sessions focused on improving classroom instruction (short-term) and student outcomes (long-term).

### **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).

At monthly SLT and PTA meetings, and through parental engagement meetings during the allotted Tuesday professional time teachers will present brief overviews of the collaborative efforts that they've participated in and explain to the parents/guardians how these efforts are beneficial to the students.

### **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.

Professional time has been built into the daily school schedule to facilitate teacher participation in intradepartmental and interdepartmental collaborative work.

## 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.

By June 2015, in an effort to provide more rigorous instruction, there will be a tripling of the honors (Regents) courses offered to the most proficient students, thereby creating a Regents mini-school which will lead to greater differentiation of instruction and a 10% decrease in behavioral infractions.

### **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.

An analysis of Scantron (Ed Performance) scores, 8<sup>th</sup> grade ELA and Math scores, Regents results, and NYSESLAT results indicates that there is a small group of approximately 20 students who function at a much higher level than their peers and who are more focused on achieving the requirements for local and/or Regents diplomas

### **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. (1)Pilot "Regents" course in English. (2)Quarterly meetings with lead teachers to determine the curricula for "Regents" courses in other content areas.

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

1. (1)School-based coaches and experienced paraprofessionals. (2)School-based coaches and lead teachers

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

1. (1)Results of January 2015 Comprehensive Regents examination. (2) Progress monitoring to determine Regents-readiness in other content areas.

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

1. (1)September 2014 thru June 2015. (2)January 2015 thru June 2015.

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

1. (1)English teachers participate in weekly departmental meetings to discuss the efficacy of the "Regents" English class. (2)Teachers develop progress monitoring probes in all content areas and implement progress monitoring in all classes.

### **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).

At monthly SLT and PTA meetings, school-based coaches and lead teachers present workshops on progress monitoring and Regents-readiness.

### **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.

Professional time has been built into the daily school schedule to facilitate teacher development of progress-monitoring tools within their departmental groups.

### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Writing skills Wilson, Language Live, Research skills	Small group Whole class	During the school day
<b>Mathematics</b>	Math skills Pre-algebra	Small group Whole class	During the school day
<b>Science</b>	Science access skills	Small group and 1:1	During the school day
<b>Social Studies</b>	Social Studies access skills	Small group and 1:1	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	School counseling	Small group and 1:1	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 *TAS Schools Only* section

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**High Quality and Ongoing Professional Development**

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

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

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

**SWP Schools Only**

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

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

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

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

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**Parent Involvement Policy (PIP) Template**

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 1<sup>st</sup> 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**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

## **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> 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. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

## Part I: School ELL Profile

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

District <b>75</b>	Borough <b>Brooklyn</b>	School Number <b>753</b>
School Name <b>Brooklyn School for Career Development</b>		

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

Principal <b>Yvrose Pierre</b>	Assistant Principal <b>Valerie Wahrman</b>
Coach <b>Barbara Silverman</b>	Coach <b>Tahirah Francois</b>
ESL Teacher <b>Jacqueline Yizar</b>	Guidance Counselor <b>Valentin Martinez</b>
Teacher/Subject Area <b>A. Saad Ahmed/ESL Teacher</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Ruben Gomez/Career Expl</b>	Parent Coordinator <b>Darlene Shockness</b>
Related Service Provider <b>Michael Connelly</b>	Other <b>Albert Justiniano/art teacher</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>240</b>	Total number of ELLs	<b>16</b>	ELLs as share of total student population (%)	<b>6.67%</b>
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# Part II: ELL Demographics

## A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

K  1  2  3  4  5   
6  7  8  9  10  11  12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
Push-In	0	0	0	0	0	0	0	0	0	5	4	3	4	16
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	5	4	3	4	16

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	16	Newcomers (ELLs receiving service 0-3 years)	6	ELL Students with Disabilities	16
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	10

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	6	0	6	0	0	0	10	0	10	16

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	6	0	6	0	0	0	10	0	10	16
Number of ELLs who have an alternate placement paraprofessional: <u>1</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	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	4	4	3	3	14
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	1	0	0	1	2
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>16</b>								

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	0	0	0	0	0	0	0	0	0	2	1	2	5
Intermediate(I)	0	0	0	0	0	0	0	0	0	5	2	2	2	11
Advanced (A)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	5	4	3	4	16

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>	0	0	0	0	0	0	0	0	0	0	1	0	2

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

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

New York State Regents Exam					
	Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language	
Comprehensive English	0	0	0	0	
Integrated Algebra	1	0	0	0	
Geometry	0	0	0	0	
Algebra 2/Trigonometry	0	0	0	0	
Math 0	0	0	0	0	
Biology	0	0	0	0	
Chemistry	0	0	0	0	
Earth Science	0	0	0	0	
Living Environment	1	0	0	0	
Physics	0	0	0	0	
Global History and Geography	1	0	0	0	
US History and Government	2	0	0	0	
Foreign Language	0	0	0	0	
Other 0	0	0	0	0	
Other 0	0	0	0	0	
NYSAA ELA	0	0	0	0	
NYSAA Mathematics	0	0	0	0	
NYSAA Social Studies	0	0	0	0	
NYSAA Science	0	0	0	0	

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

As we are a high school, we assess the literacy skills of our ELLs as we assess the literacy skills of our entire population. The Data Specialist, Barbara Silverman, administers a comprehensive review of the test histories of all students thru REXH. This review helps to determine if ELLs should be recommended for re-evaluation to alternate assessment or standardized assessment and influences their

placement within our academic classes. Our English teachers capture baseline writing samples from our ELLs and share them with the ESL teachers and the Compliance Liaison.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The current NYSESLAT scores are as follows: for our 6 alternate assessment students, we have 4 students who scored at the beginner level, and 2 intermediate scores. Among our 10 standardized ELL students, 9 scored at the intermediate level and 1 did not take the NYSESLAT exam last year. Currently, there are 14 students who speak Spanish and 2 who speak Haitian Creole.
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 [AMAQO tool](#))

Every year the results of the NYSESLAT are analyzed via a detailed review of the RLAT and RNMR reports, along with a review of the NYSESLAT writing scoring rubric and score sheets. Students performed better in listening and speaking on the NYSESLAT than in reading and writing. Hence, the areas of focus for ESL instruction, in accordance with the target Common Core reading and writing standards, are reading and analyzing informational text.

4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Our English teachers capture baseline writing samples from our ELLs and share them with the ESL teachers and the Compliance Liaison. Our ELLs complete Ed Performance assessments three times per year. Results are analyzed to determine suggested instructional objectives and influence student programming for the following academic cycle.

Our ELL students are divided into the following grades: 5 students in grade 9, 4 students in grade 10, 2 students in grade 11, and 5 students in grade 12. Our 2 ELLs who were eligible to take the 8<sup>th</sup> grade NYSAA scored all level 4 in all content areas. Our standardized students have difficulty with passing the RCT and Regents examinations. Three ELLs took the New York State examinations last year. One ELL passed the RCTs in Reading, Writing, and U.S. History. Another ELL passed the RCT in Reading. In the past year, no ELLs passed the Regents examinations.

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](#).)

Paste response to question here:

6. How do you make sure that a child's second language development is considered in instructional decisions?  
Instructional decisions are made collaboratively by a team that consists of classroom teachers, school counselors, and the ESL teachers.
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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
PasteEvery year following the administration of NYSESLAT and the RCT and Regents exams, the Language Allocation Team reviews the results to evaluate the success of our ESL program. The data specialist provides an analysis of the Ed Performance periodic assessments, NYSESLAT results, RCT/Regents exam results, Empower3000 assessments, Brigance inventories, and NYSAA results for all ELLs. Through a process of collaborative inquiry, the team members determine the changes that need to be made for the upcoming year and strategize to successfully implement them. response to question here:

## 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](#).)  
Every fall, and throughout the year, we research the history of incoming students to identify ELL students. As advised by our ELL Coach, there is no single report that helps us gather the information needed to identify a student as an ELL. Therefore, the Compliance Liaison and Data Specialist, Barbara Silverman, engages in a comprehensive review of various documents, including RYOS, RPOB, RLAT, REXH, the HLIS (when it is available), the CAP inquiry screen, and the most recent IEP. Every attempt is made to reconcile ATS, CAP, and the student's IEP. As we serve students in grades 9-12, we rarely administer the LAB-R or the Spanish LAB. However, our ESL teachers, Jacqueline Yizar and A. Saad Ahmed, are available to administer the LAB-R, if necessary. Albert Justiniano, our bilingual art teacher, is available to administer the Spanish LAB, 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.  
Options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level. Consistent parental involvement and community support are necessary to assure success and continuity. However, 753K offers only a free-standing ESL 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 [\[see tool kit\]](#).)  
Entitlement letters are distributed and parent surveys are administered upon enrollment. Upon their return, Parent Surveys and Program Selections are stored in a secured file in the IEP Office/
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.  
As we have rolling admissions, our ELL Compliance Liaison and Data Specialist, Barbara Silverman, reviews the RADP on a weekly basis and researches NYSESLAT eligibility through a review of RLER, RLAT, RLAB, RPEX, AND RHSP. P753K has a Freestanding ESL Program. We routinely provide each newly enrolled student with an academic advisement session with a programmer, a counselor, and the parent.
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.  
Following the NYSESLAT training, the ELL Compliance Liaison and the two ESL teachers plan the administration of the 4 modalities of NYSESLAT to all of our ELLs who are NYSESLAT eligible. As each the NYSESLAT is administered to each eligible student, the ELL Compliance Liaison records the administration of each part of the NYSESLAT on a NYSESLAT tracking report to ensure that each of the four modalities are tested.
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.   
As 753K only offers a Free-standing ESL Program, Program Selection is completed at the CSE level.

## 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])?

Using the “push-in” model, the ESL teachers work collaboratively with the classroom teachers and related service providers of our ELL students. Push-in services are provided to heterogeneous groups, based upon the content area being pushed into.
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 ELL students receive the required units as per CR Part 154 and in accordance with the proficiency levels indicated by the most recent NYSESLAT scores: 1 Unit of ESL and ELA for advanced students, 3 units of ESL for beginning and 2 units of ESL for intermediate students (1 unit=180 minutes). Our ESL teachers' schedules are adjusted as needed to ensure that our students (at the main site, at the satellite, and at community worksites) are receiving the mandated minutes of ESL instruction as per CR Part 154.
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.

As we are a District 75 high school, serving only students with disabilities in grades 9 thru 12, our program addresses ELL-SWDs. Students who are mandated for bilingual instruction, are provided with alternate placement paraprofessionals, but participate in monlingual English instructional classes supported by a bilingual paraprofessional who speaks the home language and further supported thru ESL instruction. Although our students are classified as 12:1:1, 8:1:1, or 9:1:3, our ESL instructional groups are smaller and usually do not go beyond 4 or 5 students. This is intentional as our teachers push in to our academic classes where students are grouped heterogeneously.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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

The ESL teacher uses the Intensive English Program by Santillana with all ELL standardized assessment students. In correlation with Scantron assessments, activities bridge phonemic awareness, phonics, structural analysis, comprehension, and the writing process to grade level content and concepts in various social settings and academic environments, such as social studies, science, and literature. Additionally, technology, multicultural activities and multisensory ESL materials are utilized throughout instruction for ELLs. To meet the needs of our diverse ELL population, ESL teachers individualize instruction by infusing Expressways, Pacemaker, and other adapted programs into content area instruction. The ESL program incorporates ESL strategies such as the TPR (Total Physical Response), CALLA (Cognitive Academic Approach), the Language Experience Approach, the Natural Approach, graphic organizers and visual supports.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

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

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

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).

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

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

ELLs who tested "proficient" on the NYSESLAT are entitled to and receive two years of ESL support following that determination.

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?

Every effort has been made to support our standardized ELL students in meeting the expectations of the academic rigor of their content area instruction. P753K's goal is to afford all students an equal opportunity to a successful education; hence the classroom instruction incorporates ESL strategies to facilitate P753K's goals in all areas, including behavioral. Literacy instruction for ELLs follows the District 75 guidelines supported by multicultural library books, the use of technology, and the adaptation of literacy materials to meet the needs of students with severe disabilities. In addition, some of our ELLs participate in Wilson, Read-180, and Unique Learning Systems. Many of our ELLs participate in Empower 3000.

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?

Our NYS certified in ESL teachers utilize scaffolding strategies to clarify and reinforce classroom learning for our ELL students. Some of the strategies used in our program are modeling, bridging, and schema building. Every effort is made to provide ESL instruction in the least-restrictive environment, including community worksites.

### 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

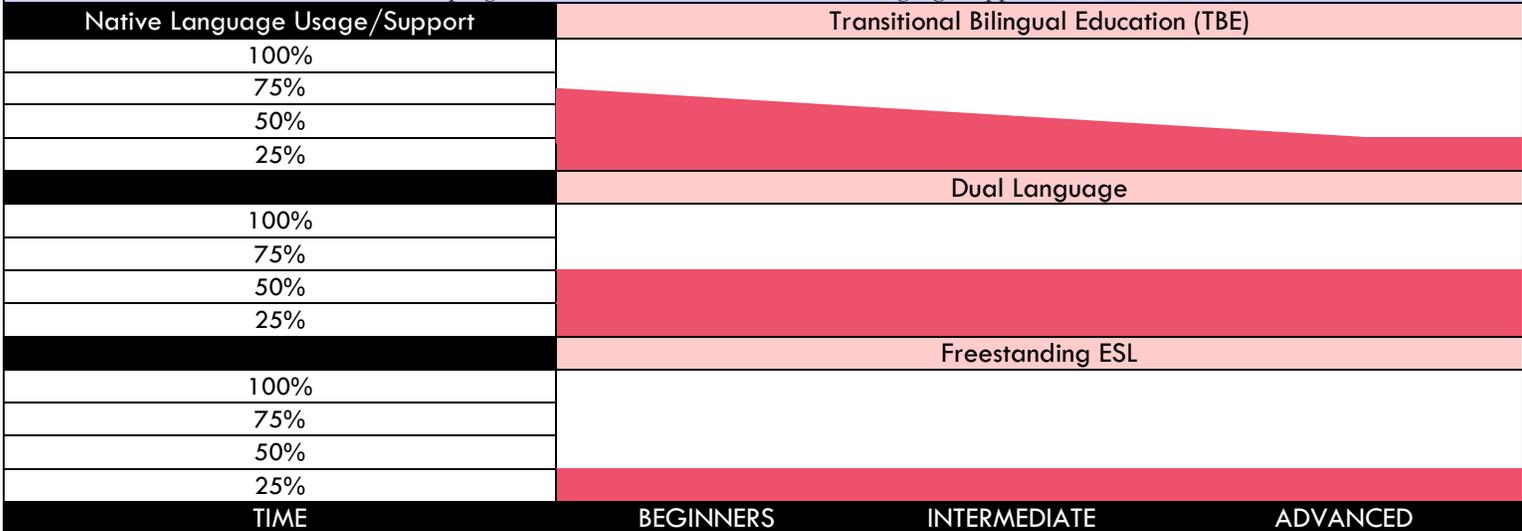
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

### Native Language Usage and Supports

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



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.
- ESL teachers will continue to work collaboratively with classroom teachers to reflect, and effectively plan to assist the ELL learners. Content areas are taught in English with ESL methodologies by Special Education teachers who have completed the mandated 10 hours of Jose P ESL training. Language instruction, linked to subject area teaching/learning is crucial to the success of ELLs in achieving Cognitive Academic Language Proficiency (CALP). For ELLs in grades 9-12, content area instruction is provided using scaffolding techniques and taught through ESL methodologies. ESL strategies include: Total Physical Response (TPR), Language Experience, the Natural Approach, and the use of graphic organizers. If recommended by the classroom teacher, a paraprofessional who speaks the student's native language is assigned to aide the student by providing translation services.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- All instruction is aligned with the Common Core College and Career Readiness standards. Alternate assessment content area instruction is aligned with the NYSAA AGLs. Students no longer requiring Bilingual or ESL services according to NYSESLAT results are supported for two years with ESL instruction through AIS services as per their Individualized Education Plans.
- In addition, following a review of their student transcripts, all ELLs are programmed for additional content area-specific skills courses (2 periods per week) in the content areas (Social Studies, Math, Science) with which they are struggling. Most of our ELLs participate in Empower3000's Language Edition, an Internet-based literacy enrichment program specifically designed for ELLs, which is differentiated by student according to reading level.
11. What new programs or improvements will be considered for the upcoming school year?
- We are implementing Integrated Teacher Collaboration in which the ESL teacher will lead content area instruction with the assistance of the content area teacher.
12. What programs/services for ELLs will be discontinued and why?
- At this time, we are not planning to discontinue any ESL programs/services.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Our ELLs who participate in standardized assessment also participate in our BSCD After-school Academy Test Preparation program, which is taught in English, but supported by bilingual paraprofessionals; permission letters are available in English, Spanish, and Haitian-Creole. Our ELLs who participate in alternate assessment are invited to participate in our AHRC after-school program; permission letters are available in English, Spanish, and Haitian-Creole. Should the need arise, all letters and parental correspondence about ongoing extra-curricular activities will be translated into other home languages.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Native language books, resources, and software are available in the school library, classroom libraries, and Technology Lab. Our ELLs who participate in alternate assessment are invited to participate in our AHRC after-school program; permission letters are available in English, Spanish, and Haitian-Creole. Should the need arise, all letters and parental correspondence about ongoing extra-curricular activities will be translated into other home languages.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- If recommended by the classroom teacher, a paraprofessional who speaks the student's native language is assigned to aide the student by providing translation services, whether the ESL teacher is present in the classroom or not.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Standardized assessment ELLs are invited to participate in 753K's Regents preparation programs and alternate assessment ELLs participate in our community-based workstudy programs. All ELLs are encouraged to participate in the Summer Youth Employment Program.
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.
- Newcomers are paired with peers who speak their native language and assigned to counselors who speak their native languages. This facilitates socializing and acceptance for the student and improves home-school communication. To the greatest extent possible, newcomers purposefully follow the same schedule as a buddy peer.
18. What language electives are offered to ELLs?
- Our ELLs who participate in standardized assessment are required to meet the second language requirement for high school graduation. They participate in these courses in the same manner as their monolingual peers do. Our ESL teachers support our standardized students' academic efforts through the push-in model.

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)?

Paste response to questions here:

### **C. Professional Development and Support for School Staff**

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- 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?
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- 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.

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

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

## 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?

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

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

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

## 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.

Paste response to question here:

## Part VI: LAP Assurances

School Name: Bklyn School for Career Dev

School DBN: 75K753

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Yvrose Pierre	Principal		11/15/13
Valerie Wahrman	Assistant Principal		11/15/13
Darlene Shockness	Parent Coordinator		
Jacqueline Yizar	ESL Teacher		
	Parent		
A. Saad Ahmed/ESL	Teacher/Subject Area		
Ruben Gomez/Career Ex	Teacher/Subject Area		
Barbara Silverman	Coach		
Tahirah Francois	Coach		
Valentin Martinez	Guidance Counselor		
Ketler Louissaint	Network Leader		
Albert Justiniano	Other <u>Art Teacher</u>		
Michael Connelly	Other <u>Speech Teacher</u>		
	Other _____		
	Other _____		

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

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

DBN: **75K753** School Name: **Bklyn School for Career Development**

Cluster:        Network: **755**

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

**Part A: Needs Assessment Findings**

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

Data regarding the specific home languages is provided by the pupil accounting secretary and confirmed by the IEP coordinator. Translation in Spanish and Haitian Creole is readily available. Translation in other languages, if needed, will be provided by the appropriate alternate placement paraprofessional or by the Translation and Interpretation Unit. Written translation and oral interpretation needs are based upon data collected during the intake process. We look at the IEP document, student records, and the Home Language Questionnaire. In collaboration with the SLT, PTA and Parent coordinator we have established a system to support the parent's needs by providing translators and using technology to prepare memos and letters to engage parents in the affairs of the school community.

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

The findings indicate the need to provide all classroom teachers with the necessary information about the home languages to facilitate teacher-parent communication. The parent coordinator and the IEP coordinator will help the school verify the accuracy of information disseminated to parents. Through parent conferences, PTA, parental involvement meetings, and the parent coordinator's newsletter, valid information is distributed to the community. Part of our funding is allocated to compensate in-house staff who are proficient in Spanish and Haitian Creole for the purpose of providing translation services for our parents and guardians who have limited English proficiency. In addition, our staff members are available to provide translation services on an ongoing basis. There are several parents in need of written and/or oral translation.

## Part B: Strategies and Activities

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

Written translation will be expanded to facilitate communication in all indicated home languages. Translation will be provided by in-house school staff, such as bilingual social workers/guidance counselors, teachers, and paraprofessionals. Parents are provided with information on the Bill of Rights and Responsibilities in their respective languages and the school also provides signage in languages other than English. Administration and staff are aware of the translation services that are available through the DOE Translation and Interpretation Unit for written documents.

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

Oral translation will be provided in the same manner as written translation services are provided. Translation will be provided by in-house school staff, such as bilingual social workers/guidance counselors, teachers, paraprofessionals and DOE on-line translation services.

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

The parent coordinator disseminates the parental notification of translation and interpretation services that are school based, through outreach efforts in print and via telephone calls. We also have signage that informs parents and guardians about the translation services that we provide in our school environment.

