



BROOKLYN TECHNICAL HIGH SCHOOL

2008 - 2009

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: **(13K430)**
ADDRESS: **29 FT. GREENE PLACE, BROOKLYN, NY 11217**
TELEPHONE: **(718) 804 - 6400**
FAX: **(718) 804 - 6535**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: K430 SCHOOL NAME: Brooklyn Technical High School

DISTRICT: 13 SSO NAME/NETWORK #: ESO Network 6

SCHOOL ADDRESS: 29 Ft. Greene Place, Brooklyn NY 11217

SCHOOL TELEPHONE: (718) 804 - 6400 FAX: (718) 804 - 6535

SCHOOL CONTACT PERSON: R. Asher EMAIL ADDRESS: rasher@bths.edu

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON Judith Hertzberg

PRINCIPAL Randy J. Asher

UFT CHAPTER LEADER Daniel Baldwin

PARENTS' ASSOCIATION
PRESIDENT Jeff Ewing

STUDENT REPRESENTATIVE
(Required for high schools) Angelica Ahmed

COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT Ainslie Cumberbatch

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor's Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor's Regulations A-655 on SLT's; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Randy J. Asher	<i>*Principal</i>	
Judith Hertzberg	<i>SLT Chair/ PTA Representative</i>	
Daniel Baldwin	<i>*UFT Chapter Chairperson</i>	
Jeff Ewing	<i>*PA/PTA Co-President</i>	
	<i>Title I Parent Representative (suggested, for Title I schools)</i>	
	<i>DC 37 Representative, if applicable</i>	
Angelica Ahmed	<i>Student Representative</i>	
David Belmont	<i>UFT Representative</i>	
Shelly Bendit	<i>Student Representative</i>	
David Fanning	<i>CSA Representative</i>	
Andria Grundman-Cooper	<i>PTA Representative</i>	
E. Jeffrey Ludwig	<i>UFT Representative</i>	
Mathew M. Mandery	<i>CBO Representative</i>	
Elizabeth Morano	<i>PTA Representative</i>	
Mike Tang	<i>PTA Representative</i>	

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Brooklyn Technical High School is the nation's largest public high school for science, technology, engineering and mathematics. It has a special destiny – to dream the greatest dreams, imagine the most electrifyingly exciting tomorrow, and prepare the young people who will create and inhabit it.

Comment: Awkward

New energy fills the halls of Brooklyn Tech as a talented faculty engages remarkable students on a daily basis. Today's Tech – and tomorrow's – will challenge, empower and continue to develop the next generation of leaders and achievers –as it has always done.

The vision of a Brooklyn Tech for the 21st century, a Tech that celebrates its 90th anniversary in 2013, is to be:

- *The pre-eminent public high school for science, technology, engineering and mathematics– a national model for excellence*
- *A stimulating environment that fosters transformational education and growth, as it has for generations*
- *A state-of-the-art physical plant reborn for the 21st century, modern technology at its core, with labs and classrooms on a par with university and industry standards*
- *A vibrant intellectual arena for faculty to explore and embrace the best of the new: the ideas, technology and instructional methods that will define tomorrow*

The Tech of 2013 will also be where:

- *The best and brightest students come together, in a leading-edge personalized experience, to learn from the most insightful and committed instructional staff*
- *A diverse student body is enabled to recognize and reach its full potential*
- *Partners from business and higher education join collaboratively as valued resources – through classroom enrichment, mentoring, internships and more*
- *Active alumni engagement helps to sustain the level of excellence needed for Tech to serve as a world-class exemplar*

A revised set of "majors" in areas such as Aerospace Engineering, Bio-Chemistry, and Law & Society provide an opportunity for all of our students to delve deep into a focused concentration of courses in a sequence usually reserved for collegiate studies.

The Parent-Teacher Association has reinvented itself and is an active partner in moving the school forward. Grant writing initiatives, allocated funding for targeted projects, support at significant school events and a renewed institutional pride have served as catalysts to increase participation and donations.

The Brooklyn Tech Alumni Foundation, the largest such organization in the nation, has mobilized alumni support as never before. Now nearly 25 years old, it has become a national model for strategic partnership between public high schools and their graduates. It has generated funding for new labs, classrooms, an instructional technology center, professional development and more.

Achieving the vision for 2013 will require a bold commitment. Tech's stature is special, its mission unique. To propel it forward, a funding engine more robust than that of the traditional public education model is needed. That is the rationale for Sustaining Excellence: the 21/21 Campaign for Brooklyn Tech. The campaign's goal: raise \$21 million from the Tech community of alumni and partners by 2013. \$21 million to build the 21st century.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	<i>Brooklyn Technical High School</i>				
District:	<i>13</i>	DBN #:	<i>13K430</i>	School BEDS Code #:	<i>331300011430</i>

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
Enrollment:				Attendance:					
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)	2006	2007	2008		
Pre-K	<i>0</i>	<i>0</i>	<i>0</i>		<i>91.6</i>	<i>94.3</i>			
Kindergarten	<i>0</i>	<i>0</i>	<i>0</i>						
Grade 1	<i>0</i>	<i>0</i>	<i>0</i>						
Grade 2	<i>0</i>	<i>0</i>	<i>0</i>	Student Mobility: (% of Enrollment as of June 30)	2006	2007	2008		
Grade 3	<i>0</i>	<i>0</i>	<i>0</i>		<i>99.8</i>	<i>99.7</i>	<i>99.8</i>		
Grade 4	<i>0</i>	<i>0</i>	<i>0</i>						
Grade 5	<i>0</i>	<i>0</i>	<i>0</i>	Eligible for Free Lunch:					
Grade 6	<i>0</i>	<i>0</i>	<i>0</i>	(% of Enrollment as of October 31)	2005	2006	2007		
Grade 7	<i>0</i>	<i>0</i>	<i>0</i>		<i>23.7</i>	<i>23.9</i>	<i>29.7</i>		
Grade 8	<i>0</i>	<i>0</i>	<i>0</i>						
Grade 9	<i>1206</i>	<i>1282</i>	<i>1233</i>	Students in Temporary Housing:					
Grade 10	<i>1192</i>	<i>1117</i>	<i>1238</i>	(Total Number as of June 30)	2006	2007	2008		
Grade 11	<i>937</i>	<i>1005</i>	<i>986</i>		<i>2</i>	<i>0</i>	<i>2</i>		
Grade 12	<i>905</i>	<i>892</i>	<i>1012</i>						
Ungraded Elementary	<i>0</i>	<i>0</i>	<i>0</i>	Recent Immigrants:					
Ungraded Secondary	<i>0</i>	<i>0</i>	<i>0</i>	(Total Number as of October 31)	2006	2007	2008		
Total	<i>4250</i>	<i>4296</i>	<i>4469</i>		<i>2</i>	<i>3</i>	<i>2</i>		
Special Education Enrollment:				Suspensions:					
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)	2006	2007	2008		
Number in Self-Contained Classes	<i>0</i>	<i>0</i>	<i>0</i>						
No. in Collaborative Team Teaching (CTT) Classes	<i>0</i>	<i>0</i>	<i>0</i>	Principal Suspensions	<i>0</i>	<i>38</i>	<i>16</i>		
Number all others	<i>1</i>	<i>5</i>	<i>15</i>	Superintendent Suspensions	<i>15</i>	<i>10</i>	<i>17</i>		
<i>These students are included in the enrollment information above.</i>				Special High School Programs:					

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment:				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	0	6	9	Number of Staff:			
# ELLs with IEPs	0	0	0	(As of October 31; includes all full and part-time staff)	2006	2007	2008
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	195	201	223
				Number of Administrators and Other Professionals	31	33	40
Overage Students:				Number of Educational Paraprofessionals	0	TBD	0
(# entering students overage for grade as of October 31)	2006	2007	2008				
	5	13	21				
Teacher Qualifications:							
Ethnicity and Gender:				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	100.0	99.5	99.1
American Indian or Alaska Native	0.1	0.1	0.1	Percent more than two years teaching in this school	73.8	79.2	76.6
Black or African American	14.9	14.1	12.6	Percent more than five years teaching anywhere	71.8	72.5	68.4
Hispanic or Latino	8.2	8.1	7.9				
Asian or Native Hawaiian/Other Pacific Isl.	53.1	57.0	59.2	Percent Masters Degree or higher	90.0	93.0	90.0
White	23.6	20.6	20.1	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	88.7	91.7	98.7
Multi-racial							
Male	59.8	58.2	58.6				
Female	40.2	41.8	41.4				

2008-09 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input checked="" type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2005-06	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2007-08):		<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1
<input type="checkbox"/> School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/> NCLB Restructured – Year ____	<input type="checkbox"/> NCLB Corrective Action – Year 1	<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)
		<input type="checkbox"/> School Requiring Academic Progress (SRAP) – Year ____	
Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level
	ELA:		ELA:

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

	Math:		Math:			
	Science:		Grad. Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:						
Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students				✓	✓	✓
Ethnicity						
American Indian or Alaska Native						
Black or African American				✓	✓	
Hispanic or Latino				✓	✓	
Asian or Native Hawaiian/Other Pacific Islander				✓	✓	
White				✓	✓	
Multiracial						
Other Groups						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged				✓	✓	
Student groups making AYP in each subject				7	7	1
Key: AYP Status						
✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status			
Note: NCLB/SED accountability reports are not available for District 75 schools.						

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade	<i>A</i>	Overall Evaluation:	<i>W</i>
Overall Score	<i>65.5</i>	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	<i>W</i>
School Environment (Comprises 15% of the Overall Score)	<i>B</i> <i>5.6</i>	Quality Statement 2: Plan and Set Goals	<i>W</i>
School Performance (Comprises 30% of the Overall Score)	<i>A</i> <i>19.4</i>	Quality Statement 3: Align Instructional Strategy to Goals	<i>W</i>
Student Progress (Comprises 55% of the Overall Score)	<i>A</i> <i>38.5</i>	Quality Statement 4: Align Capacity Building to Goals	<i>W</i>
Additional Credit	<i>2.0</i>	Quality Statement 5: Monitor and Revise	✓
Note: Progress Report grades are not yet available for District 75 schools.			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III.) It may also be useful to review the school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and highlights of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

1. *After reviewing the 2007-2008 Quality Review, Progress Report, Learning Environment Survey and Advanced Placement Results, the following performance trends can be identified:*
 - *More students are taking the AP Exams without significant reduction in overall performance*
 - *Focused efforts on improving regents outcomes yielded positive results (ELA)*
 - *Improvement of student services increased student retention of returning upperclassmen*
 - *Positive public relations led to increased interest in attending Brooklyn Tech as evidenced by significantly increased attendance at recruitment events.*

2. *The greatest accomplishments over the last couple of years include:*
 - *Restructuring the guidance staff into a vertical model with each counselor having a caseload of 75 – 100 students per grade level for a total of 300 – 400 each. All guidance personnel are licensed and certified. Policies relating to student support services including college application processing and support services are clear, transparent and accessible. Training in MS Access to analyze student performance and make informed decisions via SED credit granting policy has been completed.*
 - *Develop middle leader capacity to assume greater responsibility for moving forward the school's agenda and for professionally developing the staff under their supervision in support of student performance outcomes. Specifically:*
 - ✓ *Divided science department into Biology/Chemistry and added Physics to Engineering Department to lower departmental size.*
 - ✓ *Split AP Math & Computer Science into AP Math and AP Computer Science / Data Analysis. Excess AP Art – not needed instructionally.*
 - ✓ *Use a retired APO as a consultant to oversee procurement and inventory controls.*
 - ✓ *Create AP of Student & Parent Engagement to serve as PTA liaison. Supervisory duties include oversight of COSA and Parent Coordinator, major event planning, and the Music department.*
 - *To provide a more appropriate teaching and learning environment for faculty and students. Projects include:*
 - ✓ *Replacement of broken desks and removal of fixed furniture to create a student centered learning environment.*
 - ✓ *Professional teacher workspace adjacent to the library opened with a ribbon cutting ceremony celebrating the tripartite partnership between the school administration, the UFT and the BTHS Alumni Foundation.*
 - ✓ *Opening of room 1N4, the Digital Media Laboratory*

- ✓ *Instructional Teacher Technology Center opening as a formal event with political and press coverage for positive public relations. ITTC Director will be selected and charged with the responsibility to oversee the ITTC and coordinate the Professional Studies Team.*
- ✓ *13 Smart Classrooms were installed in Science and used as demonstrative evidence to secure funding for an additional number of rooms in 2008 – 2009 via Reso A.*
- ✓ *Upgrading of furniture and equipment in departmental offices to improve work conditions and access to instructional technology.*
- *To improve the community relationships between the faculty, staff, students, parents and alumni.*
 - ✓ *Integrated Faculty Grant process early in the school year, co-funded by the PTA and the Alumni Foundation to allocate \$40,000 to teacher driven initiatives.*
 - ✓ *Formed a “Fund Raising Dinner Committee” to plan the October 2008 21/21 Gala event at the New York Hilton. Designed and published the fundraising “Case Statement.” Raised \$750,000 at the dinner towards the campaign.*
 - ✓ *Launched the \$21 million campaign for the 21st century support of BTHS with Chancellor Klein*
 - ✓ *Improved the BTHS website, www.bths.edu to include minutes of all schoolwide meetings including SLT, UFT Chapter Consultations and Safety Committee.*
 - ✓ *Use of technology such as RSS feeds, phonemaster recordings and news blasts to inform all constituencies of relevant information.*

3. *The most significant barriers to the school's continuous improvement are:*

- *the scale of the school and*
- *pending budget cuts including mid year adjustments that will impact **plans already in motion** and*
- *the inability to remove unneeded faculty from the table of organization, placing false constraints on the already overextended budget.*

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Goal #1: *To document and electronically publish all course base line curricula; validated by the appropriately licensed Assistant Principals in consultation with the Academic Accreditation Committee; and endorsed by the Principal.*

Components - Standards and learning objectives in alignment with the expectations of the respective accrediting organizations.

- Syllabus: course summary, course outline/timetable, grading rubric, methods of evaluation.
- Course profile: pre-requisites, admissions criteria, course weight, credit amount, periods of instruction.

08-09: To unify and electronically publish course base line curricula for all

- Regents courses – based on NYS Board of Regents standards
- AP courses – based on the College Board standards.
- Project Lead the Way courses – based on Project Lead the Way proprietary standards

Such curricula will be validated by the appropriately licensed Assistant Principals in consultation with the Academic Accreditation Committee; and endorsed by the Principal.

09-10:

Honors courses

Major courses – non-AP based junior year offerings

Physical Education courses

10-11:

Major courses – non-AP based senior year offerings

All courses not otherwise covered

Independent study options

Goal #2: To establish and communicate specific, clear expectations regarding the performance of students, faculty, administration, support staff and parents.

08-09: To develop the inventory of knowledge and skills required of each BTHS constituency.

09-10:

To develop rubrics for expected proficiency of each item on the inventory of knowledge and skills. Rubrics should include

- Definition of skills/knowledge
- Definition of proficiency
- Identification of measuring tools

10-11:

Implement rubrics.

Goal #3: To implement tools and training to support Differentiated Instruction at BTHS to enhance student learning.

08-09: To provide professional development targeted toward creating an awareness and operational understanding among faculty and administration of Differentiated Instruction.

09-10: To identify, develop and implement pilot projects using Differentiated Instruction.

Refine and replicate professional development to additional faculty and administration to extend participation.

10-11: Refine approach/methodology. Identify additional courses and extend pilot projects to them.

Goal #4: To continually modernize our facilities to support and enhance the learning experience.

08-09: Solicit ideas from all constituencies on needs, to develop a dynamic construction plan for execution in 2009 -2010 and beyond.

09-10: Solicit ideas from all constituencies on needs, to update the dynamic construction plan for execution in 2010 -2011 and beyond.

10-11: Solicit ideas from all constituencies on needs, to update the dynamic construction plan for execution in 2012 -2013 and beyond.

Goal #5: To refine the framework necessary to foster a stronger integration and partnership among all Tech constituencies: faculty, students, administration, support staff, parents, and alumni.

08-09: To develop an organizational structure identifying each constituency and the respective special interest sub-groups for communication purposes. Examples would include students by grade level and/or parents by zip code.

09-10: Pursuant to the above, implementing programs to address the identified gaps and redundancies.

10-11: Reflect, revisit, and revise the aforementioned inventory to evaluate their efficacy.

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

Directions: All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
1	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
2	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
3	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
4	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
5	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
6	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
7	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
8	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
9	<i>1,347</i>	<i>1,347</i>	<i>1,347</i>	<i>1,347</i>	<i>337</i>	<i>10</i>	<i>10</i>	<i>4</i>
10	<i>1,247</i>	<i>1,247</i>	<i>1,247</i>	<i>1,247</i>	<i>312</i>	<i>10</i>	<i>15</i>	<i>3</i>
11	<i>1,111</i>	<i>1,111</i>	<i>1,111</i>	<i>1,111</i>	<i>278</i>	<i>10</i>	<i>20</i>	<i>3</i>
12	<i>959</i>	<i>959</i>	<i>959</i>	<i>959</i>	<i>241</i>	<i>10</i>	<i>15</i>	<i>3</i>

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

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Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<i>Classroom content-based small group tutoring during periods 1, 2, 9, 10 and by appointment</i> <ul style="list-style-type: none"> • See http://www.bths.edu/tutoring/tutoring.jsp?rn=9300789 for specific schedule
Mathematics:	<i>Classroom content-based small group tutoring during periods 1, 2, 9, 10 and by appointment</i> <ul style="list-style-type: none"> • See http://www.bths.edu/tutoring/tutoring.jsp?rn=9300789 for specific schedule
Science:	<i>Classroom content-based small group tutoring during periods 1, 2, 9, 10 and by appointment</i> <ul style="list-style-type: none"> • See http://www.bths.edu/tutoring/tutoring.jsp?rn=9300789 for specific schedule
Social Studies:	<i>Classroom content-based small group tutoring during periods 1, 2, 9, 10 and by appointment</i> <ul style="list-style-type: none"> • See http://www.bths.edu/tutoring/tutoring.jsp?rn=9300789 for specific schedule
At-risk Services Provided by the Guidance Counselor:	<i>During small group and one-to-one counseling sessions before, during and after school. Daily progress reports, peer to peer tutoring, ongoing pupil evaluation reports from teachers, student mentoring program feedback, parent meetings, and the use of the student planner as a management tool.</i>
At-risk Services Provided by the School Psychologist:	<i>SETSS, behavior Intervention Plan (BIP), one-to-one counseling, adjustment of services through annual review process.</i>
At-risk Services Provided by the Social Worker:	<i>One-to-one counseling, parent conferences, time management strategies, student planner use</i>
At-risk Health-related Services:	<i>Parent and student meetings, student meetings, advised to attend tutoring</i>

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2008-2009) LAP narrative to this CEP.

Language Allocation Policy Team Composition:

Principal: Randy Asher

Assistant Principals: John Arias, Joseph Kaelin, Thomas Evangelist, Tracy Atkins-Zoughlami, Binta Jalloh, Maureen O'Hara, Randell Barclay

ESL teacher: Debra Rothman

Literacy Coach: Tracy Atkins-Zoughlami

Math Coach: Joseph Kaelin

Parent Coordinator: Pending

Content Area Teachers: Malone, Baranowski, Hudson, Avery, Ehrlich, Lo, Rothman, Honner, Einhorn, Eng, Walcott, Lucisano, Garcia, Matthews

Teacher Qualifications:

Brooklyn Technical High School has an eager staff servicing the ELL population consisting of eight permanent licensed content area teachers (Math, Science, Social Studies, English, Physical Education, and LOTE): however we are committed to ensure that ELLs will receive instruction from fully certified staff in the forthcoming school year 2008-2009.

ELL demographics and School description:

Brooklyn Technical High School is located in the community section of Brooklyn, New York. It is the nation's largest public high school for science, technology, engineering and mathematics. Approximately 29.7% of the students were eligible for free lunch in 2007. The majority of students are from middle to upper – socio economic backgrounds.

Brooklyn Technical high School has a student population of 4469 students from culturally diverse backgrounds whom are mostly Asian, White, Latino and African American. Our English Language learner population is less than 1% of the total population. We offer a Freestanding English as a Second Language program (ESL) to entitled general education and special education students. The 9-12 ELL population consists of 2 students who participate in this program. One student is in the ninth grade and one is in the tenth grade. We do not have any Special Education students in the ESL program.

Parent Choice:

Brooklyn Technical High Schools honors the choice parents have made for their children when the student is admitted to the school. Since we do not have over the counter students we honor the selection process done at the middle school level, but if we had to begin the process we would do

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the following: When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. The multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City education system. Parents are given a Home Language Survey (HLIS) to identify the child's language proficiency. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue and the Language Battery Assessment (LAB-R) is given to identify the child as an English Language Learner or English Proficient. An entitlement letter is provided to the parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELL and visit classrooms with the various programs. Parents also view a parent information CD where program placement options are presented with clarity and objectivity. This parent orientation CD is available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding of each available program. Parents complete the parent selection form and the school will conform to the parental choice selections.

Current English Language Learners Instructional programs:

Brooklyn Technical High School implements a Freestanding English as a Second Language (ESL) Program. The primary goal of this program is to assist students in achieving English Language Proficiency within three years.

To amplify the literacy and academic skills of ELLs who participate in the program.

To incorporate recognized and researched based ESL instructional strategies across content areas.

To provide students with the skills needed to perform at city and state level in all subject areas.

English Program:

Freestanding English as a Second Language program

In the Freestanding ESL component we have 2 students, from ninth and tenth grades. They are advanced. They attend 210 minutes of ELA a week. They receive 210 minutes a week of ESL Self-contained model services. The ESL teacher is not fully certified. She is certified in English.

The goal of our ESL program is to foster full English Proficiency in a supportive classroom environment. In order to help students to progress, we utilize the following practices:

Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition. Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records.

Additional small group AIS sessions for each prior to all state assessments, to focus on literacy and academic language.

Instructional Materials:

The Freestanding ESL program employs different resources to drive instruction. Some of these resources are:

College Board (CEEB- College Entrance Examination Board), the Official SAT Study Guide for the New SAT (Henry Holt, 2004)

Kaplan K-12 Learning Services, Kaplan Advantage: New York English

Several different editions and grade levels of Warriner's English Language and Composition are for reference and as occasional source of exercises.

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Past ELA Regents exams
Heinle Cengage Learning, Milestones
Longman, Keystone
Charles Green, Achieving on the NYSESLAT grades 9-12
Attanasio and Associates, Getting Ready for the New NYSESLAT

Supplementary Programs:

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

Translation and Interpretation Services: These services are offered to increase the involvement of parents in the TBE program, additional funding is available to translate important policy documents in different languages.

Additional interpretation services are a daily help in communication between school staff and parents.

Interpretation services on Teacher/Parent Conferences.

Tutorial program in all subject areas available Monday through Thursday during ninth and tenth periods.

Credit recovery program.

Assessment Analysis:

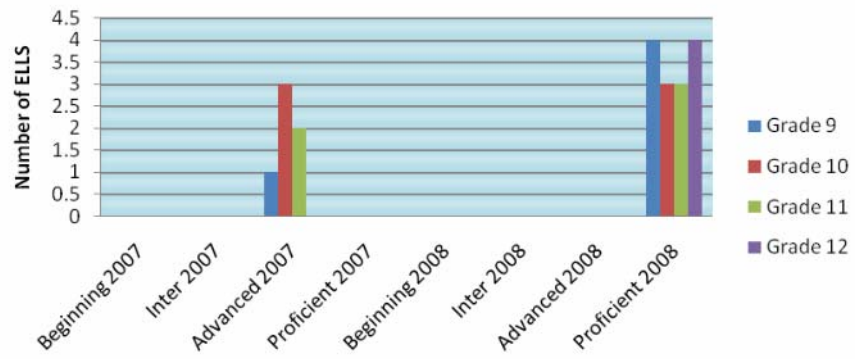
NYSESLAT:

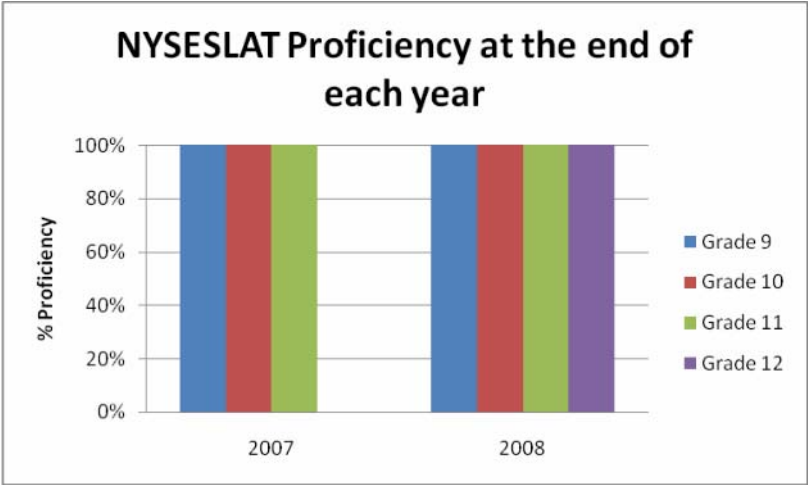
The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level, which is language proficient. Our current ELL population for 2008 -2009 consists of two students.

After review of the NYSESLAT data, the patterns were:

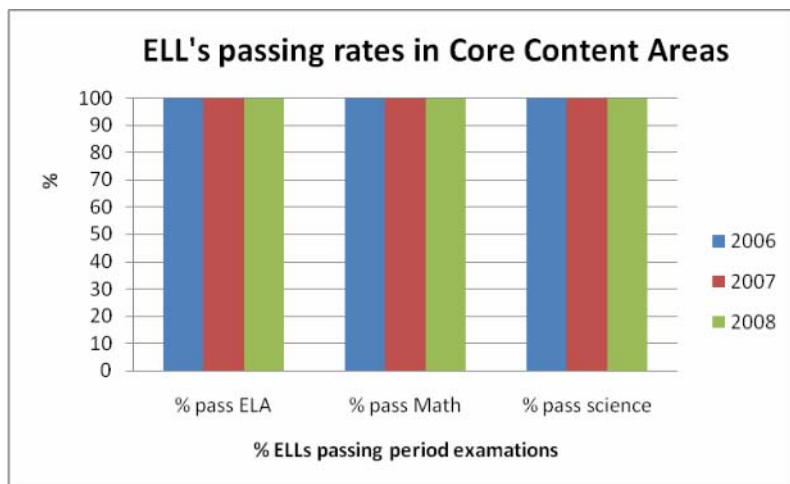
Speaking is in line with general abilities for the majority of the advanced students; as well as the reading and writing skills. As a result our students were able to achieve proficiency and exit the ESL program.

NYSESLAT Scores 2007 vs 2008





The above graphs represent the number of ELLs who have achieved proficiency level on the NYSESLAT at Brooklyn Technical High School.



The above graph represents the academic performance of our ELLs in some of the core content areas.

After analyzing the content areas scores of our ELLs, the following facts were noted:

Students who were former ELLs are performing at the same level and in some cases better than students in the general population of the school, who are not ELLs.

Implications for instruction:

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (Teacher Assessments, and informal observations). Adjustments to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional tutorial services across the content areas for all students, including increased use of technological activities in the classroom.
- All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

Implications for LAP in English Language Arts Area:

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154.

Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in research based Instruction Strategies.

Analyze ELL data to become well-informed about the performance of each ELL in order to make sound educational decisions.

Provide opportunities for students to be involved in purposeful conversations.

Incorporating all language modalities during the lesson, e.g. group discussions and journals.

Ensure that teachers analyze student's data to identify strengths and weaknesses and utilize the findings to drive and differentiate instruction.

Encourage teachers to participate in professional development opportunities focusing in instructional strategies for ELLs; such as: Quality Teaching for English Learners and Community Support Learning Organizations.

Ensure that the Literacy coach works closely with teachers (ELA and ESL) to support rigorous instruction.

Implement a print rich environment, use of dictionaries and glossaries in the ELA classrooms.

Implications for LAP in all content areas:

Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154.

Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.

Ensure the identification and analysis of student's strengths and weaknesses to drive differentiated instruction.

Collaboration between content area and ESL teachers to map out student specific needs.

Ensure that the Math coach works closely with teachers to support rigorous instruction.

Plan for Newcomers:

When a new student is accepted in our school, we provide the following resources to facilitate the transition.

An informal and formal student orientation.

Freshmen travel together from class to class in order to facilitate social acquaintance and build friendships.

Home school communication.

Plan for SIFE:

Brooklyn Technical High School does not have a SIFE population.

Plan for Long Term ELLs:

We do not have long term ELLs at Brooklyn Technical High School. At the end of their first school year and upon taking the NYSESLAT exam they achieve language proficiency and exit the ESL program. These ELLs are highly functional students in all content areas as well as in English.

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Nevertheless, our tutorial program during ninth and tenth periods, Mondays through Thursday continues to be available as a support system for our students.

Plan for Special Needs Students:

We do not have any ELLs in Special needs classes but if we did, we would make sure that our policy included the following:
Ensure that teachers of students with IEP are familiar with students' particular needs and that all services are provided according to the IEP mandates.
Collaboration between the ESL teacher and the IEP contact person.

Professional Development:

Professional development is provided by school staff and community learning support personnel organizations.

School staff: Within the school's Professional Development Program, the focus is on:
The literacy needs of our ELL population.
Sessions are also given in math and science in scaffolding instruction through the use of manipulatives and experiments.
Technology sessions instruct content area teachers to use online resources to make instruction more comprehensible.
All staff members at tech have attended workshops regarding:
Scaffolding in the content area
Differentiated Instruction in ESL & across the content areas
Technology and instruction
Our ELL teachers have attended workshops off-site to promote collaboration between content area and language teachers:
Quality Teaching Workshops
Technology Workshops

CR Part 154 (A-6) Bilingual/ESL Program Description

Type of Program: ___ Bilingual X ESL ___ Both Number of LEP (ELL) Students Served in 2007-08: 10
(No more than 2 pages)

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- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction: Brooklyn Technical High School(13K 430) within CSD 13 has a total population of approximately 4469 students of which 10 student are ELL students of different languages. Our ELLs are identified through RLAT, RFLG, RLER RBEX, and RHSP reports available on ATS. An exam history is done to review and see what exams have been taken by these students to determine their language placement, e.g. (NYSESLAT and or LAB-R). We then provide our ELLs with a program that meets their needs. All our ELL students are **advanced**. They receive 1 period of ELA and 1 period of LEL/01. All ELLs have approximately 8/9 classes in their programs plus lunch. ELLs follow the same curricula across content areas as any other student at Brooklyn Technical High School. They follow the curricula approved by the State and City of New York. They attend classes the same amount of periods required as any other student in the general education population and take the same exams to meet the course requirements. Parents are notified of their son/daughter continuance in the ESL program in English and their native language. If a parent asks for an interview to discuss the ESL program, he or she will meet with **Mr. Arias**, the AP for World Languages/ESL. The ESL model used at Brooklyn Technical High School is a **Freestanding ESL Program**. Students are provided with five periods of ESL and five periods of ELA a week since they are in the advanced level. ELA materials as well as materials from Pearson/ Longman and Attanasio & Associates Publishing co. addressing the NYSESLAT are employed to familiarize the students with the different skills needed to meet with academic success. Other materials employed are: Heinle Cengage Learning, Milestones, Longman, Keystone, Charles Green, Achieving on the NYSESLAT grades 9-12, Past ELA Regents Exams, etc. The teacher uses differentiated instruction with the students. Some of the students have already passed the ELA regents exam with very high scores.ELL students have the opportunity to attend after school tutoring during periods 9/10 to receive extra help in any area needed. The guidance department is aware of our ELL population. The ELA teacher providing services to the ELL population has attended QTEL training and has received Certification in preparation to acquire the necessary credentials toward a supplemental ESL license. All our ELLs are subject to class exams and periodic assessments such as, the Regents exams in order to meet course criteria. Teachers in the content areas look at the results of students' exams in order to meet course criteria. Teachers in the content areas look at the results of students' performances in order to differentiate instruction and attend to the needs of their students. Aside from regular examinations, students are asked to complete projects where the use of technology is often required and or do oral presentations in class. Teachers display the work of the students in the classroom and on bulletin boards throughout the school building in order to celebrate the success of our students. The ESL teacher is always in contact with the ELA teacher during common time or at any available Prep time, to follow up on the language progress of our ELLs.
- A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).
Brooklyn Technical High School follows the New York State/City curriculum guidelines for ELA. Math, Science, Social Studies, World Languages, Technology etc., and all ELL students are expected to follow the curriculum as the general student population.
- B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.
All students at Brooklyn Technical High School are encouraged to participate in the many sports, teams and clubs available such as: Basketball, Football, Fencing, Chess, Debate Teams, National Science Bowl, Gospel Choir and many others.

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- II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments. Brooklyn Technical High School holds two open houses a year where the principal and staff members have a chance to meet with students and parents to familiarize and answer questions about the school. At these meetings we have **Translators** available in different languages. There are also orientation sessions for incoming students. Ninth grades travel together from class to class during their first year in order to foster friendships and familiarity with the school. The school has a Website where current information is available at all times for parents and students. All important documents are translated into the native language and sent home to parents along with an English version. Our former Parent coordinator used to hold meetings for the parents of our ELLs. At present we are awaiting the hiring of a new parent coordinator. We do not hold an initial parent orientation session where the ESL or Bilingual program would be explained to the parents since we do not accept over the counter students in our school. Brooklyn Tech. High School is a specialized school where students must take an entrance exam in English in order to be admitted. Therefore, we review the students' exam history and follow the results of the LAB-R or NYSESLAT exam in order to place and support the study of ESL for our ELLs. The parents of our ELLs are included and invited to attend all schools functions pertinent to their son/ daughter education.
- III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school. At Brooklyn Technical High School we make every effort to assist all incoming students with as much assistance as possible to facilitate a smoother transition from Intermediate School. We provide mentoring (buddy system).
- IV. Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies. All staff members have **Common Time** once a month. At these sessions staff members select to attend various workshops. The selection of these workshops can range from: technology, analyzing data, sharing best practices to many more. Teachers will attend content area differentiated instruction workshops offered by the Empowerment Zone and or the OELL (Office of English Language Learners).
- V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs. Tutoring periods 9/10 is available to all our students at Brooklyn Technical High School. Our Guidance Counselors are available to all students and their parents with whom they often communicate. Parent Coordinator, Family Worker, School Nurse, School Base Support Team and CBOs are also available to our ELL population/general population.
- VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.
- N/A to Brooklyn Technical High School.

ADDITIONAL LANGUAGES

Acholi (ACH)	Finnish (FIN)	Malayalam (MAL)	Slovak (SLK)
Adangme (ADA)	Garifuna (CAB)	Maltese (MLT)	Slovenian (SLV)
Afrikaans (AFR)	Georgian (KAT)	Mandinka (MNK)	Somali (SOM)
Akan (AKA)	German (GER)	Marathi (MAR)	Sotho-Southern (SOT)
Algonquin (ALQ)	Guarani (GUG)	Mende (MEN)	Sukuma (SUK)
Amharic (AMH)	Gujarati (GUJ)	Mohawk (MOH)	Swahili (SWH)
Arabic (ARB)	Hausa (HAU)	Ndebele (NDE)	Swedish (SWE)
Arawak (ARW)	Hebrew (HEB)	Nyanja (NYA)	Tajiki (TGK)
Assamese (ASM)	Hindi (HIN)	Oneida (ONE)	Tamil (TAM)
Aymara (AYC)	Hungarian (HUN)	Papiamentu (PAP)	Telugu (TEL)
Basque (BAQ)	Ibo (IBO)	Pashto (PST)	Thai (THA)
Bemba (BEM)	Icelandic (ISL)	Romanian (RON)	Tigre (TIG)
Bengali (BEN)	Ilocano (ILO)	Romansch (ROH)	Tonga (TNZ)
Bhili (BHB)	Indonesian (IND)	Rundi (RUN)	Turkish (TUR)
Brahui (BRH)	Kabyle (KAB)	Samoan (SMO)	Ukrainian (UKR)
Breton (BRE)	Kamba (KAM)	Sanskrit (SAN)	Urdu (URD)
Bulgarian (BUL)	Kashmiri (KAS)	Seneca (SEE)	Wolof (WOL)
Cebuan (CEB)	Konkani (KNN)	Seri (SEI)	Yoruba (YOR)
Cham (CHA)	Lao (LAO)	Shan (SHN)	Zulu (ZUL)
Czech (CES)	Latvian (LAV)	Shona (SNA)	
Danish (DAN)	Lithuanian (LIT)	Shina (SCL)	
Estonian (EST)	Macedonian (MKD)	Sidamo (SID)	
Ewe (EWE)	Malay (MLY)	Sindhi (SND)	

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2007-08

School Building: Brooklyn Technical High School District 13

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2007-2008				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Bilingual Program	ESL Program	Bilingual Program	ESL Program			
			1			1

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

*** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

Part D: CR Part 154 – Sample Student Schedules

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

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SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

ESL Program Type: ___ Free-Standing ___ Push-in ___ Pull-out
 Indicate Proficiency Level: ___ Beginning ___ Intermediate ___ Advanced

School District: _____

School Building: _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
2	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
3	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
4	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
5	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
6	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
7	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
8	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
9	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
10	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					

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SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual)

Bilingual Program Type: ___ TBE ___ Dual Language
 Indicate Proficiency Level: ___ Beginning ___ Intermediate ___ Advanced

School District: _____

School Building: _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
2	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
3	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
4	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
5	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
6	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
7	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
8	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
9	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
10	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					

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Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009

N/A

Form TIII – A (1)(a)

Grade Level(s) 10 Number of Students to be Served: 2 LEP _____ Non-LEP _____

Number of Teachers 1 Other Staff (Specify) N/A

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

N/A

Form TIII – A (1)(b)

**Title III LEP Program
School Building Budget Summary**

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)		
Purchased services such as curriculum and staff development contracts		
Supplies and materials		
Travel		
Other		
TOTAL		

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APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Extensive use of the home language survey to provide translated material in the target language for official mailings and phone calls.

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.

Pivot table data analysis using home language information via HSST communicated to PTA Executive Board and AP Student & Parent Engagement who coordinates all school wide communications. Guidance staff provided list of home language for each student in their caseload and translation services provided through central DOE and school based LOTE department.

Part B: Strategies and Activities

- 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.

Translation of phone-master communications provided by on site faculty and translation of written communications provided by both central DOE and site based staff. Documents produced by the school and PTA are translated into several high use target languages prior to dissemination.

- 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 interpretation services are provided as needed and by scheduled arrangement for specific events such as the Open House, Major Selection night, Parent-Teacher Conferences, etc.

- 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>.
- A. A link to the Bill of Rights with all associated translations is available on the Parent Section of our school website. The Bill of Rights has also been discussed in the PTA newsletter and has been demonstrated at the PTA meetings.*
- B. The signs are posted at the northeast (main parental) entrance as well as southeast (OSEPO center).*
- C. Material is included as required.*
- D. N/A*
- E. Central DOE responsibility.*

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background

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knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)¹ data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language

¹ To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

An annual review of the ELA department curriculum handbook is conducted by the faculty under the supervision of the UFT Teacher Center Coordinator and the Assistant Principal ELA. A semi-annual review of course syllabi is conducted by the Assistant Principal to determine course curriculum alignment with the standards.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- a. Review of current curriculum maps indicate that mapping has been conducted at a topical level only and does not drill down to the expected level of cognitive demand that will indicate learning objectives at each grade level.*
- b. Review of taught curriculum through the observation process, professional learning community study group lesson planning sessions, and a review of student work indicate a disparity between what is taught and the depth to which it should be taught according to the needs of the student body.*
- c. Adequate materials are available for faculty use.*
- d. Due to entrance requirements for the school, our ELL population is minimal (2 of 4668 students = .04%), therefore not applicable.*

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

- a. Continue review of current curriculum maps to create next level of depth mapping to indicate learning objectives at each grade level.*
- b. Continue the observation process, professional learning community study group lesson planning sessions, and the review of student work to minimize the gap between instruction and intended instruction.*

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- c. *Not applicable*
 - d. *Not applicable.*
-

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

- 1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.
The NYS Regents assessment has evolved from the Math A/B sequence into a return to Integrated Algebra, Integrated Geometry, Algebra II & Trigonometry. Brooklyn Tech has always taught this sequence of courses since Math A and Math B were assessments

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and not course sequences. The Assistant Principal for Mathematics distributed and provided professional development for teachers using a curriculum created by the Association of Math Assistant Principals that corresponds to the state standards.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Content depth is apparent through observations and a review of student work. The periodic assessment data also indicates content mastery for students.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

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2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.
Formal and informal observations, professional learning community study group lesson planning sessions, and the review of student work indicate high levels of student engagement.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The observation process, both formal and informal, indicates a high level of student engagement in small group and whole class instructional models. Activities vary within and between classes as determined by the needs of the students and course objectives.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM²)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

² To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

Formal and informal observations, professional learning community study group lesson planning sessions, and review of student work indicate high levels of student engagement. The use of technology appears to be limited to upper level courses in terms of graphic calculator and computer simulations.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The observation process, both formal and informal, indicates a high level of student engagement in small group and whole class instructional models. Activities vary within and between classes as determined by the needs of the students and course objectives.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Continue professional development, observations and demonstration of best practices to infuse instructional technology through the Instructional Technology Teacher Center.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Although the turnover rate has been high due to retirements and family leave, few teachers leave Brooklyn Tech to teach at other institutions.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Staffing and organization charts indicate several new personnel in the ELA department.

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3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

In addition to the administrative support structures, BTHS also provides support through the mentoring program, the UFT Teacher Center, the Instructional Technology Teacher Center, and Common Time Professional Development strands including Circular 6R collaborative planning groups. Additionally, high level of turnover has provided the school with several opportunities to recruit new and experienced staff with high levels of instructional proficiency.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Based on the unique composition of our student body and the limited number of ELL students, this is not an issue that requires assessment.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Due to entrance requirements for the school, our ELL population is minimal (2 of 4622 students = .04%), therefore not applicable.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in

instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

All teachers have access to student data through ARIS as well as departmental Assistant Principals.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

ARIS rollout November Faculty Conference.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Discussion with general education teachers, AP Guidance, special education teacher, parents and compliance office.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

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6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

IEP's and 504's have been distributed to each teacher of corresponding students and the special education teacher is coordinating the efforts to make necessary accommodations.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Teachers need additional professional development to learn effective strategies to provide accommodations and modification that will help to support the impacted students.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Based on the unique composition of our student body and the limited number of special needs students, this is not an issue that requires assessment.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

ARIS rollout November Faculty Conference, limited IEP and 504 students are enrolled.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

CEP Appendix 8: Contracts for Excellence

This electronic version of the CEP Appendix 8 allows you to submit details about your proposed 2008-09 Contracts spending within the six eligible program areas.

1. This form must describe your preliminary plans to use the total amount of funds allocated to your school in the Excellence allocation category in Galaxy. If you do not know this amount, please refer to Galaxy.
2. The sum of the allocations you list in each program area must match the total amount allocated to you in G
3. Please provide all of the information requested for each of the program strategies to which you've allocated fund requirements.

This survey must be completed by Tuesday July 15 at 6pm.
Thank you!

Submit date: **Jun 24, 2008**

Please provide the following information about your school. You must complete all of the fields on this page in or survey to be valid.

School DBN	13k430
School Name	Brooklyn Technical High School
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 184,531
Principal Name	Mr. Randy Asher
Principal Email	rasher@schools.nyc.gov
Principal Phone	7188046502

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes
 No

How much do you plan to allocate for each of the following program strategies?

Creation of additional classrooms	\$ 184,531
Reducing teacher-student ratio through team teaching strategies	

Does your school plan to allocate FY09 funding to reduce class size via the creation of additional classrooms?

- Yes
 No

What grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008- new classrooms/class sections will be created for school year 2008-09?

* If you plan to use C4E funds to target more than one grade, please fill out one row per grade.

For example:

C4E Target #1: 6 - ELA - ELLs - 25 - 1 -24

C4E Target #2: 8 - Math - Students with Disabilities - 26 - 1 -25

* If you plan to target more than one special population in a single grade, please fill out a separate row for each student

For example:

C4E Target #1: 6 - ELA - ELLs - 25 - 1 -24

C4E Target #2: 6 - ELA- Students with Disabilities - 25 - 1 -24

* If you plan to target more than one subject area in a single grade, please fill out a separate row for each subject

For example:

C4E Target #1: 6 - ELA - ELLs - 25 - 1 -24

C4E Target #2: 6 - Math - ELLs - 25 - 1 -24

	Targeted Grade	Targeted Subject	Targeted Population	Average Class Size 2007-08	# New Classrooms / New Sections
C4E Target #1	9	English Language Arts	Students with Low Academic Achievement	34.0	5
C4E Target #2	11	English Language Arts	Students with Low Academic Achievement	34.0	5
C4E Target #3					
C4E Target #4					
C4E Target #5					
C4E Target #6					

Does your school plan to allocate FY09 funding to reduce class size by reducing teacher-student ratios in existing (e.g., team teaching models, creation of additional CTT classes, etc.)?

- Yes
- No

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes
- No

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes
- No

Does your school plan to use FY09 C4E funding for middle and high school restructuring efforts?

- Yes
- No

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand pre-kindergarten program at the school?

- Yes

No

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Learners (ELLs)?

Yes

No

CEP Appendix 8: Contracts for Excellence