



BROOKLYN THEATRE ARTS HIGH SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 18K567

ADDRESS: 6565 FLATLANDS AVENUE, BROOKLYN NY 11236

TELEPHONE: 718-968-1072

FAX: 718-968-1065

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 567 **SCHOOL NAME:** Brooklyn Theatre Arts High School

SCHOOL ADDRESS: 6565 Flatlands Ave Brooklyn NY 11236

SCHOOL TELEPHONE: 718-968-1072 **FAX:** 718-968-1065

SCHOOL CONTACT PERSON: Sheila Jackson-Loh **EMAIL ADDRESS:** sloh@schools.ny
c.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Carmen Mohammed

PRINCIPAL: Joshua Good

UFT CHAPTER LEADER: Angelica Melendez

PARENTS' ASSOCIATION PRESIDENT: Valerie Hill

STUDENT REPRESENTATIVE:
(Required for high schools) Alberto Auguilar

DISTRICT AND NETWORK INFORMATION

DISTRICT: 18 **CHILDREN FIRST NETWORK (CFN):** CFN II

NETWORK LEADER: Marisol Bradbury

SUPERINTENDENT: Amy Horowitz

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). 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 revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Joshua Good	*Principal or Designee	
Angelica Melendez	*UFT Chapter Chairperson or Designee	
Valerie Hill	*PA/PTA President or Designated Co-President	
Carmen Mohammed	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Monica Dillon	DC 37 Representative, if applicable	
Alberto Auguilar	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Linda Ames-Key	CBO Representative, if applicable	
Adama Jackson	Member/Student	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

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 Theatre Arts High school brings creativity directly into classrooms to help students discover their unique voices and inspire them to achieve academic success. We began in September, 2008 with about 80 ninth grade students. This year, we have approximately 260 students in ninth, tenth, and eleventh grades. BTAHS is located in The South Shore Educational Complex, which it presently shares with seven other schools and related programs.

We believe an integration of theatre arts enables students to develop and express themselves through active learning, connecting authentically with each other as empowered agents of understanding and change in their lives and communities. Our goal is not for all students necessarily to become theatre artists, but rather to fully leverage the risk-taking yet supportive nature of theatre arts collaboration to ensure all students grow into able, self-confident and educated adults.

Our lead partner is Vital Theatre Company, an off-Broadway company that believes "a shared theatrical experience profoundly affects people's lives." Teaching artists from Vital Theatre Company work with students primarily in English Language Arts and Global History but also through other core subjects to transform curricula into projects and performances that help ensure learning is deep and lasting. We also offer stand-alone theatre arts electives in each grade, where the emphasis is on developing theatre skills, from acting and directing to technical aspects like lighting, costume making and set design.

Last year's dramatic theatre and musical theatre electives culminated in student shows open to the public, and this year both grades will present dinner-theatre productions. Another regular highlight is a talent show we hold each semester, where students perform individual and group acts as well as maintain all behind-the-scene components, from the sound and light systems to stage management.

Brooklyn Theatre Arts High School's other founding partner is Long Island University's School of Education, whose nationally recognized faculty and diverse student body enrich students on numerous levels. University personnel engage teachers, artists and students to develop curriculum, instill best classroom practices, gather and assess meaningful data, and realign instruction based on ongoing evaluations and consultations. More recent partners include Classroom Inc, VATEA, and Theatre Development Fund.

To maintain high learning standards, teachers actively engage in the work of a professional learning community, where the organized focus of planning and development is a shared, teacher-driven commitment to ongoing pedagogical growth. With assistance from educational consultants, teachers collect and analyze student work and other data, then collaborate to develop and monitor standards-based curricula with clear benchmarks and ongoing assessments.

Over the next year, we will grow to serve students in grades nine through twelve, and expand our campus presence through spearheading use of a brand new black box theatre that promises to become a center of authentic student learning. Our evolving academic model will root instruction in cross-disciplinary, student-led inquiry that allows students to apply what they learn to create theatrically told stories and share them with the school, larger community and the world beyond.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010) SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Brooklyn Theatre Arts High School						
District:	18	DBN:	18K567	School BEDS Code:	331800011567		
DEMOGRAPHICS							
Grades Served:	Pre-K	3	7	11	√		
K	4		8	12	Ungraded		
1	5	9	10		√		
2	6				√		
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	(As of June 30)
Pre-K	0	0	0	80.4	79.4		TBD
Kindergarten						0	
Grade 1	0		0	0			Student Stability - % of Enrollment:
Grade 2	0	0	0	2007-08	2008-09	2009-10	(As of June 30)
Grade 3	0	0	0	86.9	93.0		TBD
Grade 4				0		0	
Grade 5	0		0	0			Poverty Rate - % of Enrollment:
Grade 6	0	0	0	2007-08	2008-09	2009-10	(As of October 31)
Grade 7	0	0	0	60.0	61.5		69.4
Grade 8		0		0		0	
Grade 9	81		95	97			Students in Temporary Housing - Total Number:
Grade 10	0	80	88	2007-08	2008-09	2009-10	(As of June 30)
Grade 11	0	0	65	1	9		TBD
Grade 12				0		0	
Ungraded	0		0	0			Recent Immigrants - Total Number:
Total	81	175	250	2007-08	2008-09	2009-10	(As of October 31)
1		1			2		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	(As of June 30)
# in Self-Contained Classes	4	7	1	16	110	TBD	Principal Suspensions
# in Collaborative Team Teaching (CTT)	1	9	23	0	11	TBD	Superintendent Suspensions

Classes								
Number all others		3		2			23	
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:				
2007-08		2008-09		2009-10			(As of October 31)	
N/A		0		243			CTE Program Participants	
0	0		0				English Language Learners (ELL) Enrollment: (BESIS Survey)	Early College HS Program Participants
<i>(As of October 31)</i>								
# in Transitional Bilingual Classes	0	2007-08	0	2008-09	0	2009-10	Number of Staff - Includes all full-time staff:	
# in Dual Lang. Programs	0	0	0	2007-08	2008-09	2009-10	<i>(As of October 31)</i>	
# receiving ESL services only	2	3	9	7	13	TBD	Number of Teachers	
CEP Section III: School Profile Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010) SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
# ELLs with IEPs	0	1	2	3	4	TBD	Number of Administrators and Other Professionals	
0	2		TBD				Number of Educational Paraprofessionals	
				These students are included in the General and Special Education enrollment information above.				
Teacher Qualifications:				Overage Students (# entering students overage for grade)				
2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	(As of October 31)	(As of October 31)	
1	3	TBD	100.0	100.0	TBD			% fully licensed & permanently assigned to this school
0.0		0.0		TBD				% more than 2 years teaching in this school
14.3	23.1		TBD					% more than 5 years teaching anywhere
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	43.0	69.0	TBD		% Masters Degree or higher
American Indian or Alaska Native	0.0	0.6	0.8	100.0	100.0	TBD		% core classes taught by "highly qualified" teachers (NCLB/SED)
Black or African American		85.2		80.6		80.4		
Hispanic or Latino		11.1		12.6		15.2		
Asian or Native Hawaiian/Other Pacific Isl.		0.0		2.3		0.8		
White		3.7		3.4		2.4		
Male		34.6		35.4		38.4		
Female		65.4		64.6		61.6		
2009-10 TITLE I STATUS				Title I Schoolwide Program (SWP)				
√								
Title I Targeted Assistance								

Non-Title I
 Years the School Received Title I Part A Funding:
 2006-07 2007-08 2008-09 2009-10
 √ √ √

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)

If yes, area(s) of SURR identification:

Overall NCLB/Diferentiated Accountability Status (2009-10)

Based on 2008-09 Performance:

Phase

Category

In Good Standing √ Basic Comprehensive Focused
 (IGS)

Improvement Year 1

Improvement Year 2

Corrective Action (CA) – Year 1

Corrective Action (CA) – Year 2

Restructuring Year 1

Restructuring Year 2

Restructuring Advanced

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010) SCHOOL

DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area AYP Outcomes:

Secondary Level

Elementary/Middle Level

ELA: X

ELA:

Math: X

Math:

Science:

Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Secondary Level

Elementary/Middle Level

ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target	Student Groups
X			X				All Students

Ethnicity

-			-				American Indian or Alaska Native
X			X				Black or African American
-			-				Hispanic or Latino
-			-				Asian or Native Hawaiian/Other Pacific Islander
-			-				White
-			-				Multiracial
-			-				Students with Disabilities
-			-				Limited English Proficient
√			X				Economically Disadvantaged

Student groups making AYP in each subject

0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09

Quality Review Results – 2008-09

NR Δ

Overall Evaluation:

Overall Letter Grade:

NR

Overall Score:

Quality Statement Scores:

Δ

Quality Statement 1:

Category Scores:

NR

Δ

Gather Data

Quality Statement 2: Plan

School Environment:

(Comprises 15% of the Overall Score)

Δ

and Set Goals

Quality Statement 3: Align Instructional Strategy to Goals

NR

Δ

Quality Statement 4: Align

School Performance:

(Comprises 25% of the Overall Score)

Δ

Capacity Building to Goals

Quality Statement 5: Monitor and

Revise

NR

Student Progress:

(Comprises 60% of the Overall Score)

0

Additional Credit:

KEY: QUALITY REVIEW SCORE

KEY: AYP STATUS

√ = Made AYP

Δ = Underdeveloped

√_{SH} = Made AYP Using Safe Harbor Target

► = Underdeveloped with Proficient Features

√ = Proficient

– = Insufficient Number of Students to Determine AYP Status

KEY: PROGRESS REPORT DATA

NR = Data Not Reported

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

X = Did Not Make AYP

W = Well Developed

◇ = Outstanding

NR = No Review Required

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/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your 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 implications 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?
-

Student Performance Trends

To identify student performance trends, a number of data sources were reviewed:

- The SQR Report
- Regents' results
- Acuity data
- Teachers mark book data
- Attendance data

The process of identifying trends involved teachers using a set protocol to examine results. A total of 2 hours was dedicated to this. On the basis of this, a number of performance and other trends were identified, as follows:

- Based on teacher classroom assessment data, there are significant differences between students in their basic Math, Social Studies, Science and ELA skill levels.
- The credit accumulation rate of our students is improving but needs further work. Our score of 70% is only 35% away from the lowest of any school (range being from 46.4% to 93.6%).
- Similarly, the percentage of students in our school's lowest third (40.9%) is 38% away from the lowest score.
- Only 15 of our 63 juniors are on track for graduation.
- Our students have trouble writing extended nonfiction works.
- A significant proportion of our students do not read on grade level.

- Based on our own classroom assessment data, performance levels in the key subject areas of Math, Science, ELA, and Soc Studies are trending upwards – but with room for improvement. Whilst the evidence in support of this is generally scant (because we lack longitudinal data), it is felt our students performance is not improving to a satisfactory degree.
- Student performance on the Regents across the board is concerning. Only about 50% of our students pass the Global History Regents the first try. In addition we have students who were not able to sit for the Living Environment Regents as they did not complete the exams.
- Student attendance and punctuality, though improving, is unacceptable low the norm. For example, our attendance score is 80.4%, which is only 18.1% from the lowest attendance at any school
- Student perseverance / time on task / stamina is considered a problem. This finding is based on low level anecdotal evidence from teachers

Greatest Accomplishments

To determine our greatest accomplishments, we used conclusions drawn from last year's Quality Review Summary Feedback, as provided by the reviewer. As well, at two separate meetings, we discussed as a faculty where we believe were our strengths, our weaknesses, and our areas for improvement.

Accordingly, we believe our school's strengths are:

- The school has developed a strong collaborative partnership with its lead CBO, Vital Theatre Company.
- There is a strong and positive relationship between the school and its SSO.
- Staff and students alike are generally pleased with the school.
- The principal is committed to the workshop model as the interpretive lens for instruction.
- The school has strategically focused its professional development on the use of data.
- The school recognizes the need to revise its curricular offerings based upon data and student outcomes.
- The school monitors attendance patterns and communicates with the home on a regular basis.
- The school's schedule allows for daily common planning time, enabling teachers to collaborate on lesson development as part of a real professional learning community.

Challenges

We engaged in a collaborative effort to determine the most significant aids or barriers to the school's continuous improvement and to use that knowledge to goal areas for the coming year.

Initially, teachers were asked to create a needs assessment by individual core subject areas through utilizing a number of data sources, including student achievement results, the school climate survey,

aggregate data like 8th grade test scores and Acuity results, teachers' own classroom assessment data, Regents results, the school's demographic data, etc.

On the basis of the analysis of trends and our accomplishments to date, we identified the following challenges for our school:

- To provide even better, well crafted student centered lessons. While differentiation of instruction is occurring, it can be improved. Part of this is a teaching model that permits greater student centered discussion; another dimension is a shared model of differentiation, and common notions of what we as a school mean by 'good teaching' and 'deep learning'. A third is the creation of a calm classroom through having fewer interruptions to learning.
- To raise the bar in terms of our student's basic skill levels, and to this end, improve results in ELA, Math, Soc Studies, and Science. As noted previously, many of our students do not read on grade level. In ELA in particular, what appears to be happening is that students are not transferring / generalizing skills to other independent work. The 'stamina' of many of our students is also a challenge.
- To improve the tone of the classrooms and school.

These challenges were converted into 5 goal areas of focus for overall improvement of student performance and progress, as follows:

1. Use data across the disciplines as an instructional tool.
2. Build professional learning communities at the grade team level
3. To establish inquiry work, through case conferencing protocols, across the school in the grade teams.
4. Professional Development
 - Data analysis
 - The workshop styled lesson
 - CTT strategies
 - literacy across the curriculum
5. School safety and environment

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 2010-11 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 (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.*

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.

Reminder: Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, 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.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>80% of all students in the 9th and 10th grade cohorts will accumulate 10 or more credits.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. Grade teams will meet three times a week using inquiry work identify skill deficiencies and plan instructional intervention strategies. <ul style="list-style-type: none"> • *The meetings will consist of a quantitative data piece, a qualitative data assessment, and a lesson study/intervisitation component. 2. Grade teams will also closely monitor the scholarship report in order to ensure that students don't start falling behind early. 3. Departmental teams will closely monitor student progress by giving baseline, and regular interim assessments. These teams will then develop specific reteaching strategies based on data analysis 4. The IEP's will be provided to all teachers in order to allow for differentiated instruction and assessment. 5. Teachers will make personal phone calls to all students outside the "sphere of success" to inform the parents of the child's educational needs as well as to gain insights from the parent about the child in order to differentiate instruction. 6. Every six weeks the Grade team will to interim check-ups on the students not accumulating credit and devising interventions to make the child successful.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ol style="list-style-type: none"> 1. The school will purchase the software using TL from OTPS for an internet based grading system that allows parents and students to closely monitor their performance to make sure the student is accumulating credit. 2. The school will regularly send grade team facilitators to teacher leader training sessions using Title I money from OTPS designated for professional training.

	<ol style="list-style-type: none"> 3. The school, in consultation with the UFT, will implement comp time jobs for teacher leaders. 4. A portion of teacher evaluations will be based on their work within the grade team. 5. The school will use Title I money to hire teachers familiar with working with students who have historically struggled academically. 6. The school will organize ARIS training sessions to build capacity in the grade teams around data usage and management. 7. The school will have a Data Coordinator paid for with Data Specialist Tax Levy money to help organize and manage data for the grade teams.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. Interim progress will be measured every six weeks at the conclusion of the marking period.

Rationale: Progress Report metric

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Students will have learning portfolios in each of their classes. They will set skill based learning goals for each content area on a marking period basis.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. Aides will set up folders with the student names for all teachers prior to the beginning of school 2. Teachers will maintain the student folders. 3. Each student folder will contain the following: <ul style="list-style-type: none"> • Baseline, Interim, and Summative assessments with actionable feedback • Extended non-fiction writing with rubrics (Regent’s Rubrics for all Regents classes) identifying actionable feedback • Student goal setting templates where students set goals around skills in which they are deficient based on the data.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ol style="list-style-type: none"> 1. The school will purchase the folders and filing cabinets necessary using TL money setaside in OTPS. 2. The curriculum committee will develop a template on which the students and teachers can identify lacking skills that the students need to work on. TL money will be used to pay teachers for after-school student support services 3. The school will use TL money set aside in per session hours to pay the aides overtime if necessary to create the structure of the folders for the teachers.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> 1. Interim progress will be measured every six weeks at the conclusion of the marking period. 2. Grade teams will monitor the implementation and report to the principal any issues that need additional support.

Rationale: Quality Review Bullets 1 and 2

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>90% of teachers will use rubrics for student work and provide actionable feedback to students for work revision and improvement. This will result in 80% of student’s essay writing score improving one point on the rubric from the first essay of the year to the last essay of the year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. Teachers will use the Regent’s Rubrics and other rubric’s where applicable to provide actionable feedback to students. 2. Teachers will archive all extended non-fiction writing projects in the students classroom folder along with subsequent revisions. 3. The action plan will be implemented in the first six weeks of school and monitored on a marking period basis afterward.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ol style="list-style-type: none"> 1. Teacher training for rubric use and implementation will happen at the grade team level. This will be funded by utilizing the C6 provision in the UFT contract. 2. The school will use the network for professional development around actionable feed back. In addition the teacher will use Title 1 money setaside in OTPS to fund AUSSIE coaches to work with teachers around actionable feedback. 3. The school will set time aside as a regular part of the program for professional learning community reflection around rubrics and student feedback.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> 1. Interim progress will be measured every six weeks at the conclusion of the marking period by inspecting student folders. Summative progress will be measured by examining the final essays completed.

Rationale: Quality Review Bullet Three

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>40% of students in the top third of the incoming 9th grade class will score an 80 or higher on the American History Regents Exams.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. Grade teams will meet three times a week using inquiry work identify skill deficiencies and plan instructional intervention strategies. <ul style="list-style-type: none"> • *The meetings will consist of a quantitative data piece, a qualitative data assessment, and a lesson study/intervisitation component. 2. Departmental teams will closely monitor student progress by giving baseline, and regular interim mock Regent’s assessments. These teams will then develop specific reteaching strategies based on data analysis 3. Teachers will work with the parents of the child in order to differentiate instruction and develop the child’s skill deficiencies.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ol style="list-style-type: none"> 1. Students will be given daily programs that are differentiated by ability groups. 2. IDEA ARRA money will be used to fund teachers to differentiate for students to help them excel on the Regent’s exams. 3. Interim assessments will be given and analyzed by the departments to identify skill deficiencies. 4. A supply line in OTPS will used to purchase scantrons to make item analysis efficient. 5. Eduware software will be used to plan assessments that are aligned to the Regents.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> 4. Interim progress will be measured four times a year as per the attached calendar with mock Regents assessments.

Rationale: Progress Report – rigorous college prep instruction

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>80% of SPED students will accumulate 10+ credits in the school year 2010-2011</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. The IEP's will be provided to all teachers in order to allow for differentiated instruction and assessment. 2. Common planning will be available for all teachers. 3. Teachers will make personal phone calls to all students outside the “sphere of success” to inform the parents of the child’s educational needs as well as to gain insights from the parent about the child in order to differentiate instruction. 4. Every six weeks the Grade team will to interim check-ups on the students not accumulating credit and devising interventions to make the child successful.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ol style="list-style-type: none"> 1. Resources will be purchased through TL money setaside in OTPS for students with disabilities 2. Wilson Reading will be provided for students with decoding deficiencies. 3. An additional SPED teacher will be hired using ARRA IDEA money to give further support to meeting the individual needs of students with disabilities.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> 1. Interim progress will be measured every six weeks at the conclusion of the marking period.

Rationale: Progress Report; Quality Review

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>60% of students in the lowest third will accumulate 10 or more credits.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. Grade teams will meet three times a week using inquiry work identify skill deficiencies and plan instructional intervention strategies. <ol style="list-style-type: none"> a. *The meetings will consist of a quantitative data piece, a qualitative data assessment, and a lesson study/intervisitation component. 2. Grade teams will also closely monitor the scholarship report in order to ensure that students don't start falling behind early. 3. Departmental teams will closely monitor student progress by giving baseline, and regular interim assessments. These teams will then develop specific reteaching strategies based on data analysis 4. The IEP's will be provided to all teachers in order to allow for differentiated instruction and assessment. 5. Teachers will make personal phone calls to all students outside the "sphere of success" to inform the parents of the child's educational needs as well as to gain insights from the parent about the child in order to differentiate instruction. 6. Every six weeks the Grade team will to interim check-ups on the students not accumulating credit and devising interventions to make the child successful.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ol style="list-style-type: none"> 1. The school will purchase the software using TL setaside in OTPS for an internet based grading system that allows parents and students to closely monitor their performance to make sure the student is accumulating credit. 1. The school will regularly send grade team facilitators to teacher leader training sessions. 2. The school will hire additional teachers familiar with working with students who have historically struggled academically. 3. Grade Teams will be given a \$5000 of TL money to use expressly for the purposes of boosting credit accumulation in this subgroup. They will make a professional determination using the data about how these funds can support credit accumulation. 4. The school will organize ARIS training sessions to build capacity in the grade teams around data usage and management. 5. The school will have a Data Coordinator and Data Specialist TL money will be used to help organize and manage data for the grade teams.

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>2. Interim progress will be measured every six weeks at the conclusion of the marking period.</p>
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REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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 SCHOOLS IDENTIFIED FOR IMPROVEMENT

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

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

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				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	40	40	40	40	15	3		
10	40	40	40	40	10	2		
11	40	40	40	40	8	4		
12	20	20	20	20	4	1		

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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.

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:	<ol style="list-style-type: none"> 1. Wilson – one on one after-school tutoring. 2. Small group instruction – after school during the 37.5 minutes. 3. Classroom Inc. – after school small group instruction on a computer based simulation
Mathematics:	<ol style="list-style-type: none"> 1. Small group instruction – after school during the 37.5 minutes. 2. One on one tutoring – after school and Saturday School 3. Classroom Inc. – after school small group instruction through technology use and computer based simulations.
Science:	<ol style="list-style-type: none"> 1. Living Environment Regents Prep and Credit Recovery – after school in small group instruction.
Social Studies:	<ol style="list-style-type: none"> 1. Global Studies Regents Prep and Credit Recovery – Saturday School and during the 37.5 minute tutoring 2. American History Regents Prep – 37.5 minute small group instruction
At-risk Services Provided by the Guidance Counselor:	<ol style="list-style-type: none"> 1. Assists in making learning a positive experience for students through regular formal and informal meetings with students, teachers and principal 2. Leads push-in college-and-career lessons for all students, to help ensure expectations for achievement remain high and students are empowered to monitor their own success 3. Collaborates with deans and principal to help resolve student disputes through mediation 4. Participates in weekly attendance-committee meetings to help formulate and fulfill outreach to students who are late, absent or cut classes
At-risk Services Provided by the School Psychologist:	<ol style="list-style-type: none"> 1. Performs regular counseling and testing to ensure student is at grade level 2. Assists with outreach to student’s family 3. Stays in regular contact with school guidance counselor and principal to monitor changing student developmental needs

At-risk Services Provided by the Social Worker:	<ol style="list-style-type: none"> 1. Performs counseling for individual students and families. 2. Serves as a liaison to the principal for at-risk students. 3. Works with the guidance counselor in peer mediation.
At-risk Health-related Services:	<ol style="list-style-type: none"> 1. Guidance counselor, with teacher support, implements mandated health programs, including condom distribution 2. Aides, guidance counselor and principal coordinate mandated initiatives, including collection of free or reduced price meal forms, student immunizations, and various drills

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 (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

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

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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.

Data patterns across proficiency levels and grades reveal that the students are evenly distributed among the two groups: intermediate and advance. Last year, 50% of the ESL students scored at the intermediate level and 50% of them scored at the advanced level. This year, one of the priorities of the NYSESLAT preparation season is to train students in the skill of listening to audio/voice narration, taking notes, and answering critical thinking questions related to texts. Statistical data on the history of the NYSESLAT for the students in our new, small school show that students acquire writing and listening skills after reading and speaking. The ESL teacher is pushing into the content areas to teach the skills ELLs need.

In terms of student results, because our school is a new, small school that goes up only to the 10th grade as of this school year, 2008-2009, the ELLs have not yet taken any Regents Exams. These students will be taking the Exams this year, and we will then be able to make any instructional changes.

With instruction, teachers work collaboratively with the corresponding content area teachers. The groups of students are heterogeneous because the classes travel together as a group. Content area teachers are encouraged to use scaffolding and other ESL methodologies to make content available to students. The language of instruction is English. However, students are encouraged in doing group work and using their primary language to understand material and transfer linguistic and cognitive skills.

To assure mandated instructional time, ESL students are programmed according to their language needs determined by their NYSESLAT scores. As for differentiating instruction, we have no SIFE students in our school. However, there are a number of students who have attendance problems and are at least two years behind their peers in reading and math. The guidance counselor works with the school administration and ESL/content teachers to create a sound educational plan for these at-risk students.

Beginning ESL students are immediately tested with the LAB-R to determine eligibility if they are new to the system. They are immediately paired with other students who speak the same language or are also ELLs that serve as their mentors for a time. The ESL teacher makes placement decisions according to the students' skills as seen by the LAB-R and/or the NYSESLAT. Newcomers are programmed so that all join the same content areas classes so that the ESL teacher may push-in and offer support at all stages.

The long-term ESLs work with the ESL and content areas teacher to design programs according to the needs of the students. The teachers use articulation to update students' progress. We use extra services such as after-school tutoring to allow teachers to work one-to-one and in small groups with the students to help them master some of the cognitive, learning, and linguistic difficulties in their content area classes. The teachers use technology to use creative and challenging educational instruction that will respond to the needs of long-term ELLs and those who require more than four years to graduate because much personalized instruction is necessary.

The ELL students identified as having special needs participate in after-school programs organized for our ELLs. The ESL teacher confers with the SETTS teachers on a regular basis to assess the needs of these students. Technology offers a motivational and non-stressful educational environment for these students, where achievement is proudly posted and where all teachers can see and offer feedback.

The intervention programs for ELLs in ELA, Math, and other content areas in the push-in program model will be based on the NYSESLAT scores. These scores will form the backbone of educational plans that drive instruction for teaching ELLs and working collaboratively with the content area teachers. These will range from small-group instruction to individualized instruction. Students will join after-school tutoring programs and technology will be used in connection with instruction.

Proficient students will continue their ties with their ESL 'mentors'. These students are often invited to participate in after-school ESL programs as student participants or tutors. They help to usher in the newcomers during the first week of adaptation to a new environment.. our school offers Drama and Theater, which are used as an expression outlet to promote listening and speaking skills for ELLs. In the push-in/content area classes, the ELLs are offered the skills and standards of performance comparative to the New York State Regents Requirements. The ESL teacher uses scaffolding to ensure that all ELLs receive the needed instructional support. The after-school tutoring programs extend services for our ELLs.

Technology is an important instructional device. The ESL program has proven effective when combined with the power of instructional technology. All ESL students will have active web pages that encourage the use of academic English to do research, activate critical thinking, and improve scientific vocabulary. E SL students will flourish in the space where all native languages are valued in the process of universalizing instruction in English using the internet, advanced technologies and multimedia. We plan to use technology to contribute to the creation of an uninhibited learning environment that fosters intellectual development and critical thinking, rather than just correctness in accent and grammar. Language flows with the use of media.

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.

For professional development, we will offer workshops for all staff, and the changes and status of ELLs will be included for this school year. The administration, ESL teacher, and instructional staff from the school support organization have begun a PD schedule that includes the following:

*Introduction to the mandates of the ESL program, eligibility and testing

- *Brooklyn Theatre Arts High School's LAP
- *Evaluation of ESL students, including the NYSESLAT
- *Learning with laptops in a wireless classroom environment
- *Multimedia and ESL
- *Differentiated instruction for ELLs in the content areas
- *The workshop model of instruction

Professional development will be utilized to support our teachers in educating students who are LEP in primarily two ways. Firstly, our resident ESL teacher, Ms. Zizi will hold professional developments in the grade team meetings across the school to introduce methods and best practices that can be used to help students. Additionally, Ms. Heather Lavalley, from our SSO, will be used to support teachers as well as give PD to our staff around students that are learning English. We will review these systems in an ongoing way across the year and will make adjustments as necessary to insure that all students with LEP have their educational needs met.

Section III. Title III Budget

School: Brooklyn Theatre Arts High School BEDS Code: _____

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$2,495	50 hours of per session for ESL and General Ed teacher to support ELL Students: 50 hours x \$49.89 (current teacher per session rate with fringe) = \$2,495.00)
Purchased services - High quality staff and curriculum development contracts.	\$1,000	Consultant working with teachers and administrators bi-monthly on development of curriculum enhancements
Supplies and materials	\$500	Books on Tape, Cassette Recorders, Headphones, Book Bins,

<ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 		Leveled Books
Educational Software (Object Code 199)	\$2,000	2 Rosetta Stone language development software packages for after school program
Travel		
Other		
TOTAL	\$5,995	

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.

For incoming students, we monitor PCL, ATS and related student data to determine the likelihood that individual families will need translation and interpretation services. Our main office has posted the required multi-language notices that language translation and interpretation services are available. At the start of the school year, teachers and support personnel are instructed to monitor student activities and assignments for signs that some students and/or their families may benefit from translation and interpretation services.

Our developing advisory program will include an early, fact-finding lesson where students provide information to help faculty advisors determine specific translation and interpretation needs.

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.

We determined that in a few cases the need exists to translate key documents and provide interpretation services families of our students. These findings were reported in a combination of ways, including by directly by students and family members and in one case by teachers realizing a student was not participating in literacy-based instruction. Such findings were reported faculty-wide during regular meetings, and will be highlighted in upcoming school-leadership-team and parent-student-teacher meetings.

Part B: Strategies and Activities

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

The Translation & Interpretation Unit will be contacted as needed to translate letters and related material distributed school-wide. To support this process, we will create a master list of required or otherwise key documents mailed to families during the school year that will include spaces for our secretary, aides, guidance counselor or other support staff to sign off as a way of indicating documents were translated and these translations were sent.

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

The principal, guidance counselor and secretary will contact individual families through the Translation & Interpretation Unit to ascertain specific language needs and relay information about orientations and related services. As necessary, the Unit will also be contacted to provide a translator at school-wide events including parent-teacher conferences and Parent Student Teacher Association meetings.

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

Our ESL teacher will coordinate efforts with the guidance counselor and secretary to ensure each parent whose primary language and who require language assistance services are provided with a copy of the Bill of Parent Rights and Responsibilities. The principal will be responsible for monitoring this initiative. We will use a school-wide best-practices checklist to ensure notices of the availability of interpretation services are posted in a conspicuous location at or near the primary entrance. Our main office personnel, especially our secretary, will be trained to identify parents in need of language assistance services and to contact the Translation & Interpretation Unit as needed. The principal, social worker and secretary will review the Department's website for updated information on rights of parents to translation and interpretation services and how to access such services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	257519	38907	296426
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,575	389	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	12875	*	
4. Enter the anticipated 10% set-aside for Professional Development:	25751	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school’s **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement

policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

- Supporting theatre arts performances

1. School-Parent Compact - Attach a copy of the school's School-Parent Compact.



**BROOKLYN THEATRE ARTS HIGH SCHOOL
PARENT INVOLVEMENT POLICY**

Brooklyn Theatre Arts High School , and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2010-2011 .

SCHOOL PARENT COMPACT

The School Agrees	The Parent/Guardian agrees
to convene an annual meeting of Title I parents to inform them of the Title I programs and their right to be involved	to become involved in developing implementing evaluating, and revising the school parent involvement policy
to offer a flexible number of meetings at various times, and if necessary and if funds are available, will provide transportation, child care or home visits for those parents who cannot attend a regular school meeting	to use or ask for technical assistance training that the local school district or school may offer on child rearing practices and teaching and learning strategies
to actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy	to work with our child/children on their schoolwork - read for 15 to 30 minutes per day in Kindergarten and First Grade; listen to Grade Two and Three children read for 15 to 30 minutes per day
to provide parents with timely information about their child's attendance and work habits in a respectful manner	to monitor our child/children's attendance at school, homework, and television watching

to provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information	to share the responsibility for improved student achievement
to deal with communication issues between teachers and parents through parent-teacher conferences at least annually, frequent reports to parents on their children's progress, reasonable access to staff, opportunities to volunteer and participate in their child's class and observation of classroom activities	to communicate with our child/children's teachers about their educational needs and to enter the building to discuss these issues in a respectful manner
to assure that parents may participate in professional development activities if the school determines that it is appropriate, e.g. literacy classes and workshops on reading strategies	to ask parents and parent groups to provide information to the school on what type of assistance they would like and/or need to help them to be more effective in assisting your child/children in the educational process

We agree to work together, to the best of our abilities, as educators and parents to fulfill our common goal of providing for the successful education of our children.

School Principal

Parent Teacher Association

Signature of Teacher

Signature of Parent/Guardian
Home _____

School Telephone Number Business

Parent/Guardian Telephone Number(s)

Date

Date

PARENT INVOLVEMENT POLICY

The School Contends To...

include parents in the development of activities funded by Title I by using the funds to provide workshops for parents in academic and social areas concerning students to ensure high performance of students;
include parents in the development of funded programs via the School Leadership Team and Parental Involvement meetings;
have available a flexible schedule for parents to attend meetings in the

morning, evening, and on Saturdays;
provide parents with a timely information about instructional programs, curriculum, performance standards and assessment instruments by backpacking flyers and posting posters around the school;
increase the accessibility for participation of parents with disabilities and non-English speaking parents by holding the workshops and meetings in accessible areas with interpreters;
and hold annual meeting which will be convened for parents of participating children in Title I programs to inform them of their rights and opportunities.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

See "Section IV: Needs Assessment" (pages 9-11), above.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

See “Section V: Annual School Goals” (page 12) and “Section VI: Action Plan” (pages 13-29), above.

3. Instruction by highly qualified staff.

See “Section V: Annual School Goals” (page 12) and “Section VI: Action Plan” (pages 13-29), above.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State’s student academic standards.

See “AP7: Professional Development” (pages 27-29), above.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

The school will seek applicants through the DOE’s Open Market System and by collaborating with new-teacher programs including Teaching Fellows and Teach for America. As a new school impacting an existing school, we will make hiring decisions through a Hiring Committee using required protocols described in the Department’s contract with the United Federation of Teachers. See also “AP7: Professional Development” (pages 27-29), above.

6. Strategies to increase parental involvement through means such as family literacy services.

See Brooklyn Theatre Arts High School School-Parent Compact (pages 38-41), above.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. (N/A)

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

See the following above:

- “AP1: Core Literacy and Numeracy” (pages 13-15)
- “AP2: Formative Assessment” (pages 16-17)
- “AP3: Inquiry Team” (pages 18-20)

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students’ difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

See Section IV Annual School goals.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The guidance counselor and the AP of Administration in conjunction with the Parent Coordinator and Principal will review all legal requirements to ensure that they are completed in a timely fashion. Information will be disseminated through the weekly grade team meetings as well as the monthly whole staff sessions.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$216,315.96	✓	15-22
Title I, Part A (ARRA)	Federal	✓			\$38,518	✓	15-22
Title II, Part A	Federal			✓			
Title III, Part A	Federal			✓			
Title IV	Federal			✓			
IDEA	Federal	✓			\$127,443	✓	15-22
Tax Levy	Local	✓			\$1,601,748	✓	15-22

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

See Appendix 4 Part C Sections 1-9. Also see Section IV, the Annual School goals.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

See Section IV, the Annual School goals, Appendix 4 section C. Additionally the grade teams and the guidance counselors along with the leadership teacher will plan individually to meet the needs of students.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

- a. We will give primary consideration to providing extended learning time. This will be done through several avenues
 - i. 37.5 minute tutoring available to all students
 - ii. After school Credit Recovery through the use of Classroom Inc.
 - iii. After school Regents Prep courses for Science and Math
 - iv. Saturday School Regent's Prep courses for Global History
- b. We will be using a team teaching model of instruction to help differentiate instruction for all students.

4. Coordinate with and support the regular educational program;

- a. We will be hiring teachers in order to reduce class size

5. All of our teachers are highly qualified and teaching in fully licensed areas.

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

- a. Our professional development will be provided by
 - i. Children's First Network II

- ii. Vital Theatre CBO
- iii. Intervisitation with CFN schools
- iv. The parent coordinator, Sheila Jackson, will provide PD for the parents
- v. Aussie teaching services
- vi. School wide expertise with-in the building through after school PD's

7. Provide strategies to increase parental involvement

- a. We will put on several student productions facilitated by Vital Theatre
- b. We issue a Monthly Newsletter facilitated by the Parent Coordinator
- c. We will have an active PA led by Ms. Valerie Hill

8. Coordinate and integrate Federal, State and local services and programs.

- a. The guidance counselor, and AP Mr. Brown, and the PA president will oversee the coordination and integration of Federal, State and local services and programs. They will be supported in this by the work of the PA president.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

BTAHS has 5 students in temporary housing as of 9/09/2009

2. Please describe the services you are planning to provide to the STH population.

The guidance counselor provides individual counseling and all service mandated for this population.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Brooklyn Theatre Arts High School					
District:	18	DBN:	18K567	School		331800011567

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	
	2		6		10	v		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		80.4	79.4	85.1
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	95	97	109				
Grade 10	80	88	97				
Grade 11	0	65	77				
Grade 12	0	0	48				
Ungraded	0	0	0				
Total	175	250	331				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	86.9	93.0	94.2

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	60.0	69.4	80.2

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	1	9	8

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	1	1	2

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	7	1	0	Principal Suspensions	16	110	102
# in Collaborative Team Teaching (CTT) Classes	9	23	61	Superintendent Suspensions	0	11	12
Number all others	2	23	8				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	243
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	7	13	19
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	3	4	4
# receiving ESL services only	3	9	TBD	Number of Educational Paraprofessionals	0	2	3
# ELLs with IEPs	1	2	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	1	3	18	% fully licensed & permanently assigned to this school	100.0	100.0	83.3
				% more than 2 years teaching in this school	0.0	0.0	15.8
				% more than 5 years teaching anywhere	14.3	23.1	36.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	43.0	69.0	84.2
American Indian or Alaska Native	0.6	0.8	0.3	% core classes taught by "highly qualified" teachers	100.0	100.0	84.5
Black or African American	80.6	80.4	83.7				
Hispanic or Latino	12.6	15.2	13.9				
Asian or Native Hawaiian/Other Pacific	2.3	0.8	0.0				
White	3.4	2.4	2.1				
Male	35.4	38.4	37.8				
Female	64.6	61.6	62.2				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	ELA: X
Math:	Math: X
Science:	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				X	X		
Ethnicity							

American Indian or Alaska Native				-	-	
Black or African American				X	X	
Hispanic or Latino				-	-	
Asian or Native Hawaiian/Other Pacific Islander				-	-	
White				-	-	
Multiracial				-	-	
Students with Disabilities				-	-	
Limited English Proficient				-	-	
Economically Disadvantaged				v	X	
Student groups making				1	0	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10			Quality Review Results – 2009-10			
Overall Letter Grade:	NR		Overall Evaluation:			P
Overall Score:			Quality Statement Scores:			
Category Scores:			Quality Statement 1: Gather Data			P
School Environment:			Quality Statement 2: Plan and Set Goals			P
<i>(Comprises 15% of the</i>			Quality Statement 3: Align Instructional Strategy to Goals			UPF
School Performance:			Quality Statement 4: Align Capacity Building to Goals			P
<i>(Comprises 25% of the</i>			Quality Statement 5: Monitor and Revise			P
Student Progress:						
<i>(Comprises 60% of the</i>						
Additional Credit:						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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 (2009-2010) LAP narrative to this CEP.

As outreach, our school advertises the program choices through one-on-one meetings with parents and during our three open houses. In addition, we direct the parents to the DOE links to ESL teachers' instructional web pages. Freshman orientation and ELL parent orientation are organized in late August and in the fall semester. At this time, administration and the ESL teacher meet with the parents. During open school nights and afternoons, parent workshops are organized and parents view the video and ask questions. Parents are encouraged to come to the school and inquire about the progress of their children and to monitor their behavior. Administration and ESL teacher are in constant communication: written, phone, and email, with parents on educational and programming issues.

To ensure all program selection forms are returned the analysis of parent surveys and selections forms reviewed from our students who transferred from other public schools shows that parents opt mostly for the ESL program.

Data patterns across proficiency levels and grades reveal that the students are evenly distributed among the two groups: intermediate and advance. Last year, 50% of the ESL students scored at the intermediate level and 50% of them scored at the advanced level. This year, one of the priorities of the NYSESLAT preparation season is to train students in the skill of listening to audio/voice narration, taking notes, and answering critical thinking questions related to texts. Statistical data on the history of the NYSESLAT for the students in our new, small school show that students acquire writing and listening skills after reading and speaking. The ESL teacher is pushing into the content areas to teach the skills ELLs need.

In terms of student results, because our school is a new, small school that goes up only to the 10th grade as of this school year, 2008-2009, the ELLs have not yet taken any Regents Exams. These students will be taking the Exams this year, and we will then be able to make any instructional changes.

With instruction, teachers work collaboratively with the corresponding content area teachers. The groups of students are heterogeneous because the classes travel together as a group. Content area teachers are encouraged to use scaffolding and other ESL methodologies to make content available to students. The language of instruction is English. However, students are encouraged in doing group work and using their primary language to understand material and transfer linguistic and cognitive skills.

To assure mandated instructional time, ESL students are programmed according to their language needs determined by their NYSESLAT scores. As for differentiating instruction, we have no SIFE students in our school. However, there are a number of students who have attendance problems and are at least two years behind their peers in reading and math. The guidance counselor works with the school administration and ESL/content teachers to create a sound educational plan for these at-risk students.

Beginning ESL students are immediately tested with the LAB-R to determine eligibility if they are new to the system. They are immediately paired with other students who speak the same language or are also ELLs that serve as their mentors for a time. The ESL teacher makes placement decisions according to the students' skills as seen by the LAB-R and/or the NYSESLAT. Newcomers are programmed so that all join the same content areas classes so that the ESL teacher may push-in and offer support at all stages.

The long-term ESLs work with the ESL and content areas teacher to design programs according to the needs of the students. The teachers use articulation to update students' progress. We use extra services such as after-school tutoring to allow teachers to work one-to-one and in small groups with the students to help them master some of the cognitive, learning, and linguistic difficulties in their content area classes. The teachers use technology to use creative and challenging educational instruction that will respond to the needs of long-term ELLs and those who require more than four years to graduate because much personalized instruction is necessary.

The ELL students identified as having special needs participate in after-school programs organized for our ELLs. The ESL teacher confers with the SETTS teachers on a regular basis to assess the needs of these students. Technology offers a motivational and non-stressful educational environment for these students, where achievement is proudly posted and where all teachers can see and offer feedback.

The intervention programs for ELLs in ELA, Math, and other content areas in the push-in program model will be based on the NYSESLAT scores. These scores will form the backbone of educational plans that drive instruction for teaching ELLs and working collaboratively with the content area teachers. These will range from small-group instruction to individualized instruction. Students will join after-school tutoring programs and technology will be used in connection with instruction.

Proficient students will continue their ties with their ESL 'mentors'. These students are often invited to participate in after-school ESL programs as student participants or tutors. They help to usher in the newcomers during the first week of adaptation to a new environment.. our school offers Drama and Theater, which are used as an expression outlet to promote listening and speaking skills for ELLs. In the push-in/content area classes, the ELLs are offered the skills and standards of performance comparative to the New York State Regents Requirements. The ESL teacher uses scaffolding to ensure that all ELLs receive the needed instructional support. The after-school tutoring programs extend services for our ELLs.

Technology is an important instructional device. The ESL program has proven effective when combined with the power of instructional technology. All ESL students will have active web pages that encourage the use of academic English to do research, activate critical thinking, and improve scientific vocabulary. E SL students will flourish in the space where all native languages are valued in the process of universalizing instruction in English using the internet, advanced technologies and multimedia. We plan to use technology to contribute to the creation of an uninhibited learning environment that fosters intellectual development and critical thinking, rather than just correctness in accent and grammar. Language flows with the use of media.

For professional development, we will offer workshops for all staff, and the changes and status of ELLs will be included for this school year. The administration, ESL teacher, and instructional staff from the school support organization have begun a PD schedule that includes the following:

- *Introduction to the mandates of the ESL program, eligibility and testing
 - *Brooklyn Theatre Arts High School's LAP
 - *Evaluation of ESL students, including the NYSESLAT
 - *Learning with laptops in a wireless classroom environment
 - *Multimedia and ESL
 - *Differentiated instruction for ELLs in the content areas
 - *The workshop model of instruction
-

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Children First Network	District 18	School Number 567	School Name BTA High School
Principal Mr. Joshua Good		Assistant Principal Mr. Shawn Brown	
Coach type here		Coach type here	
Teacher/Subject Area Ms.Florestal-Zizi		Guidance Counselor Ms. Neisha Johnson	
Teacher/Subject Area type here		Parent Ms. Valerie Hill	
Teacher/Subject Area type here		Parent Coordinator Ms. Jackson	
Related Service Provider Ms. Farah Beau brun		Other type here	
Network Leader ???		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	337	Total Number of ELLs	10	ELLs as Share of Total Student Population (%)	2.97%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
- Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

SEE ATTACHED

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	11	Newcomers (ELLs receiving service 0-3 years)	5	Special Education	1
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	5

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0

Dual Language											0
ESL	5	0	1	1	0	0	5	0	1	11	
Total	5	0	1	1	0	0	5	0	1	11	

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										0	2	1	0	3
Chinese														0
Russian										0	0	1	1	2
Bengali														0
Urdu														0
Arabic														0
Haitian										1	3	0	0	4
French										1				1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1			1
TOTAL	0	0	0	0	0	0	0	0	0	2	6	2	1	11

Part IV: ELL Programming

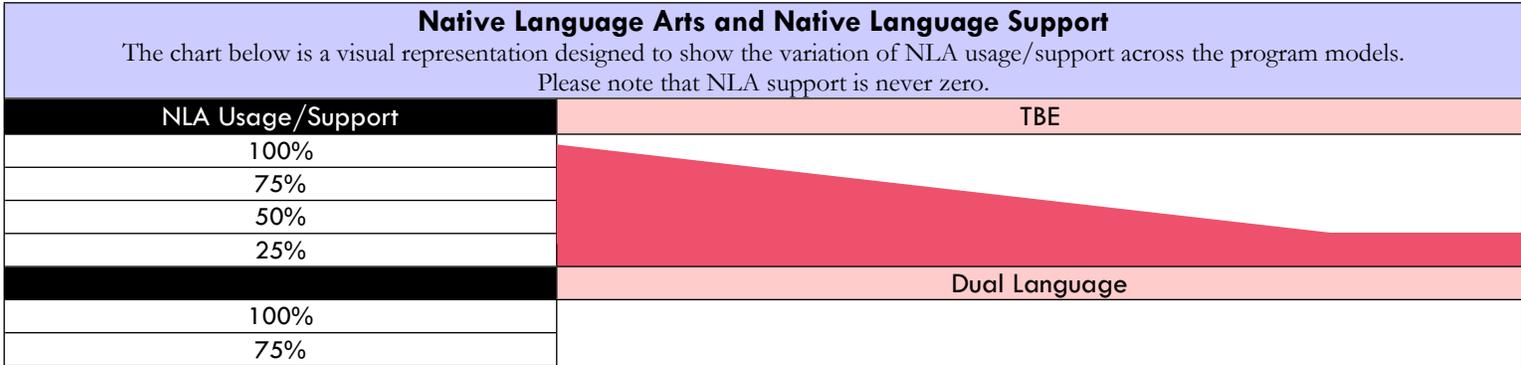
A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here SEE ATTACHED

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

E. Parental Involvement

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

Paste response to questions 1-4 here SEE ATTACHED

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										1	0	0	0	1
Intermediate(I)										0	5	2	0	7
Advanced (A)										1	1	0	1	3
Total	0	0	0	0	0	0	0	0	0	2	6	2	1	11

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

	A													
	P													

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1	0	1	0
Math <u>geometry</u>	1	0	1	0
Math <u>algebra</u>	7	0	4	0
Biology				
Chemistry				
Earth Science				
Living Environment	5	0	3	0
Physics				
Global History and Geography	2	0	2	0
US History and Government	5	0	4	0
Foreign Language				
Other				
Other				
NYSAA ELA	8	0	1	0
NYSAA Mathematics	9	0	4	0
NYSAA Social Studies	9	0	1	0
NYSAA Science	9	0	0	0

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

Paste response to questions 1-6 here SEE ATTACHED

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		i
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		

	Coach		
	Guidance Counselor		
	Network Leader		
	Other		