



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : _____ BROOKLYN THEATRE ARTS HIGH SCHOOL _____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): _____ 18K567 _____

PRINCIPAL: _____ AMY MURPHY _____ **EMAIL:** _____ AMURPHY8@SCHOOLS.NYC.GOV _____

SUPERINTENDENT: _____ AIMEE HOROWITZ _____

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Amy Murphy	*Principal or Designee	
Suzanne Nelson	*UFT Chapter Leader or Designee	
Valerie Hill	*PA/PTA President or Designated Co-President	
Diane Caputo	DC 37 Representative, if applicable	
Chernice Miller	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	
Donna Rubin	Member/teacher	
Ashley Zaragoza	Member/student	
Phyllis Richardson	Member/ Parent	
Rodney Malloy	Member/Parent	
Sarita Parker Hill	Member/Parent	
	Member/	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

Students in the lowest third of 11th grade will accumulate the credits necessary to stay on track for graduation. 80% of students in the lowest third in the 11th grade cohorts will accumulate 10 or more credits by the beginning of school year 2012.

Comprehensive needs assessment

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

1. Priority area for improving student performance based on progress report: In the Student Progress section concerning credit accumulation, our lowest third in the 11th grade is the group with which we have the least success.
2. Improving Graduation Rates – Increasing this area will also help us to improve our 73.8% graduation rate as more students will be on track for graduation.
3. Closing Achievement Gap – The demographics of the 11th grade lowest third is predominately African American

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

1. Teacher teams will meet three times to engage in inquiry work using protocols to look at student work and other sources of data to identify skill deficiencies and plan instructional intervention strategies. • *The meetings will consist of a quantitative data piece, a qualitative data assessment, and a lesson study/intervisitation component.
2. Teacher teams and administration will also closely monitor the scholarship report in order to ensure that students remain on track for graduation.
3. Departmental teams, meeting monthly 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 Special Education team will provide professional development to the general education teachers around utilizing the IEP to write lesson plans that allow all students to access the content. Twice weekly special education and general education teachers who teach ICT classes have time built into their schedules to review student work and co-plan.

5. Teachers, counselors and administration will make personal phone calls to all students' families to inform the parents of the child's educational needs and successes as well as to gain insights from the parent about the child in order to differentiate instruction.
6. Every six weeks scholarship reports will be reviewed by the teacher teams with administration to monitor student progress and create supports for students not accumulating credit.
7. Through the 37.5 extended day program students have access to all of their teachers for support in all content areas.
8. Students who struggle to accumulate credits and have received below a 75 in courses or on a Regent exam receive a second ELA intensive course during the school day to support their reading and writing skills in their other courses.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 1. The parent coordinator, administration and guidance will meet with the PTA president regularly to monitor student success and identify additional ways to increase parent involvement.
 2. Parents will be trained on how to use ARIS parent link.
 3. Guidance will provide "Coffee Hours" before and after school to provide additional hours for families to come to the school to discuss student progress.
 4. Translation services will be provided in writing and verbally at meetings and over the phone for our predominately Haitian Creole and Hispanic community.
 5. Send monthly letters and calendars to parents to alert them to the work that is being done in the school and the opportunities for involvement.
 6. Provide regular professional development opportunities provided by administration, guidance and parent coordinator around understanding credit accumulation, common core learning standards, opportunities for family involvement in the school, etc.
 7. Utilize Global Connect as a phone messenger to increase communication between families and the school.
 8. Backpack and mail all pertinent information related to school events and child progress.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 1. The school will closely monitor and all teachers that are not highly qualified and work with Network to ensure they receive qualifications.
 2. Attend hiring fairs regularly to identify candidates that will meet Brooklyn Theatre Arts High School qualifications and will be highly qualified.
 3. Regular meetings and observations between administration and staff to ensure that all teachers are continually receiving feedback and are being professionally developed.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
1. A partnership was formed with Vital Theatre Company to bring teaching artists into the classrooms and to support teachers in planning lessons that engage students and are differentiated to provide access points for all students. The company also provides internships opportunities for students that help to motivate them to achieve their academic goals.
 2. 50 minutes of after school tutoring provided after and before school three days per week to ensure that all students meet standards.
 3. Network support will provide training for teachers during their programmed professional development time to look at student work and write lesson plans that help students access the curriculum.
 4. Collaboration with the NYPD community outreach to provide positive interactions for our students in the community.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
1. IDEA ARRA money will be used to fund teachers to increase the number of ICT classrooms to support the differentiation for students to help them excel on credit accumulation and the Regent's exams.
 2. A supply line in OTPS will be used to purchase instructional materials (paper, books, additional laptops and computer software) to be made available in every classroom.
 3. TL money will be used to pay per session for after-school tutoring and to provide Saturday tutoring and extracurricular programs. Tax Levy will also be set aside to provide resources for after school extra curricular activities to help engage the students.
 4. Money will be used to pay for our arts partner, Vital Theatre allowing for increased amount of teaching artists to co-plan and co-teach lessons as well as to organize after school activities (fall play, spring musical) and provide professional development for staff around arts integration.
 5. TL Data Specialist money will be used to pay the Data Specialist to do item analysis of the mock Regent's given bi-annually.
 6. Use AIDP ATTENDANCE SHARED money to provide attendance intervention to make sure that students attend school in order to accumulate the credits.

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

Annual Goal #2

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

Students in the top third of the school will perform well on the Regent's Exams.1. 60% of students in the top third of the incoming 9th grade class will score an 80 or higher on the Integrated Algebra Regent Examination.

Comprehensive needs assessment

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

1. College Readiness Index- According to our 2010-2011 Progress Report we are supporting students to accumulate credits, pass required examinations and applying to college but our readiness index is only 4.1%. This will also help to set the tone in the school of being a college preparation score that expects above 75% on all examinations and currently students are achieving between a 65 and a 74%.

2. Graduation Rate: A successful Regent score that will put them on track for the advanced Regent's diploma

3. To close the achievement gap we need to increase the number of students who score a 75 or higher on the Integrated Algebra Regent.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

1. Teacher teams will meet three times to engage in inquiry work using protocols to look at student work and other sources of data to identify skill deficiencies and plan instructional intervention strategies. • *The meetings will consist of a quantitative data piece, a qualitative data assessment, and a lesson study/intervisitation component.

2. Teacher teams and administration will also closely monitor the scholarship report in order to ensure that students remain on track for graduation.

3. Departmental teams, meeting monthly will closely monitor student progress by giving baseline, and regular interim assessments. These teams will then develop specific re-teaching strategies based on data analysis

4. The Special Education team will provide professional development to the general education teachers around utilizing the IEP to write lesson plans that allow all students to access the content. Twice weekly special education and general education teachers who teach ICT classes have time built into their schedules to review student work and co-plan.

5. Teachers, counselors and administration will make personal phone calls to all students' families to inform the parents of the child's educational needs and successes as well as to gain insights from the parent about the child in order to differentiate instruction.
6. Every six weeks scholarship reports will be reviewed by the teacher teams with administration to monitor student progress and create supports for students not accumulating credit.
7. Through the 37.5 extended day program students have access to all of their teachers for support in all content areas.
8. Students who struggle to accumulate credits and have received below a 75 in courses or on a Regent exam receive a second ELA intensive course during the school day to support their reading and writing skills in their other courses.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
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 4. Translation services will be provided in writing and verbally at meetings and over the phone for our predominately Haitian Creole and Hispanic community.
 5. Send monthly letters and calendars to parents to alert them to the work that is being done in the school and the opportunities for involvement.
 6. Provide regular professional development opportunities provided by administration, guidance and parent coordinator around understanding credit accumulation, common core learning standards, opportunities for family involvement in the school, etc.
 7. Utilize Global Connect as a phone messenger to increase communication between families and the school.
 8. Backpack and mail all pertinent information related to school events and child progress.

Strategies for attracting Highly Qualified Teachers (HQT)

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1. The school will closely monitor and all teachers that are not highly qualified and work with Network to ensure they receive qualifications.
 2. Attend hiring fairs regularly to identify candidates that will meet Brooklyn Theatre Arts High School qualifications and will be highly qualified.
 3. Regular meetings and observations between administration and staff to ensure that all teachers are continually receiving feedback and are being professionally developed.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- A partnership was formed with Vital Theatre Company to bring teaching artists into the classrooms and to support teachers in planning lessons that engage students and are differentiated to provide access points for all students. The company also provides internships opportunities for students that help to motivate them to achieve their academic goals.
- 50 minutes of after school tutoring provided after and before school three days per week to ensure that all students meet standards.
- Network support will provide training for teachers during their programmed professional development time to look at student work and write lesson plans that help students access the curriculum.
- Collaboration with the NYPD community outreach to provide positive interactions for our students in the community.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
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 4. Money will be used to pay for our arts partner, Vital Theatre allowing for increased amount of teaching artists to co-plan and co-teach lessons as well as to organize after school activities (fall play, spring musical) and provide professional development for staff around arts integration.
 5. TL Data Specialist money will be used to pay the Data Specialist to do item analysis of the mock Regent's given bi-annually.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

Students with special needs will have their skill deficiencies addressed and they will learn as evidenced by credit accumulation rates. 80% of SPED students in the African American boys sub-group will accumulate 10+ credits in the school year 2011-2012.

Comprehensive needs assessment

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

Nearly 23% of my population is special education and our peer index is a 1.99. This goal addresses a large percentage of our school population. And makes it a priority area for improving student performance. It will assist us in improving graduation rates and closing achievement gap.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
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4. The Special Education team will provide professional development to the general education teachers around utilizing the IEP to write lesson plans that allow all students to access the content. Twice weekly special education and general education teachers who teach ICT classes have time built into their schedules to review student work and co-plan.
5. Teachers, counselors and administration will make personal phone calls to all students' families to inform the parents of the child's educational needs and successes as well as to gain insights from the parent about the child in order to differentiate instruction.

6. Every six weeks scholarship reports will be reviewed by the teacher teams with administration to monitor student progress and create supports for students not accumulating credit.
7. Through the 37.5 extended day program students have access to all of their teachers for support in all content areas.
8. Students who struggle to accumulate credits and have received below a 75 in courses or on a Regent exam receive a second ELA intensive course during the school day to support their reading and writing skills in their other courses.

Strategies to increase parental involvement

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 4. Translation services will be provided in writing and verbally at meetings and over the phone for our predominately Haitian Creole and Hispanic community.
 5. Send monthly letters and calendars to parents to alert them to the work that is being done in the school and the opportunities for involvement.
 6. Provide regular professional development opportunities provided by administration, guidance and parent coordinator around understanding credit accumulation, common core learning standards, opportunities for family involvement in the school, etc.
 7. Utilize Global Connect as a phone messenger to increase communication between families and the school.
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 1. The school will closely monitor and all teachers that are not highly qualified and work with Network to ensure they receive qualifications.
 2. Attend hiring fairs regularly to identify candidates that will meet Brooklyn Theatre Arts High School qualifications and will be highly qualified.
 3. Regular meetings and observations between administration and staff to ensure that all teachers are continually receiving feedback and are being professionally developed.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
1. A partnership was formed with Vital Theatre Company to bring teaching artists into the classrooms and to support teachers in planning lessons that engage students and are differentiated to provide access points for all students. The company also provides internships opportunities for students that help to motivate them to achieve their academic goals.
 2. 50 minutes of after school tutoring provided after and before school three days per week to ensure that all students meet standards.
 3. Network support will provide training for teachers during their programmed professional development time to look at student work and write lesson plans that help students access the curriculum.
 4. Collaboration with the NYPD community outreach to provide positive interactions for our students in the community.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
1. IDEA ARRA money will be used to fund teachers to increase the number of ICT classrooms to support the differentiation for students to help them excel on credit accumulation and the Regent's exams.
 2. A supply line in OTPS will used to purchase instructional materials (paper, books, additional laptops and computer software) to be made available in every classroom.
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 4. Money will be used to pay for our arts partner, Vital Theatre allowing for increased amount of teaching artists to co-plan and co-teach lessons as well as to organize after school activities (fall play, spring musical) and provide professional development for staff around arts integration.
 5. TL Data Specialist money will be used to pay the Data Specialist to do item analysis of the mock Regent's given bi-annually.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	11	11	11	11
10	34	34	34	34	7	7	7	7
11	34	34	34	34	8	8	8	8
12	30	30	30	30	4	4	4	4

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<ol style="list-style-type: none"> 1. Small group instruction- 37.5 minutes after and before school. 2. Metametrics (Learning OASIS)- online individualized lexicle-based reading support during school. 3. Small group ELA intensive classes during the school day to support the work of the general ELA course.
Mathematics	<ol style="list-style-type: none"> 1. Small group instruction- 37.5 minutes after and before school. 2. Metametrics (Learning OASIS)- online individualized lexicle-based reading support during school. 3. Small group mathematics intensive classes during the school day to support the work of the general math course.
Science	<ol style="list-style-type: none"> 1. Small group instruction- 37.5 minutes after and before school for Regents preparation. 2. Metametrics (Learning OASIS)- online individualized lexicle-based reading support during school. 3. Small group science intensive classes during the school day to support credit recovery, accumulation and regent preparation.
Social Studies	<ol style="list-style-type: none"> 1. Small group instruction- 37.5 minutes after and before school. 2. Metametrics (Learning OASIS)- online individualized lexicle-based reading support during school. 3. Additional social studies classes during the school day to increase exposure to content.
At-risk Services provided by the Guidance Counselor	<ol style="list-style-type: none"> 1. Advisory classes provided for our incoming 9th grade classes with largest number of Special Education students. 2. Counseling meetings provided on weekly and bi-weekly basis. 3. Leads push in college and career lessons for all students are empowered to monitor their own success. 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 students' families. 3. Maintains consistent and regular contact with school based counselors, administration, teachers and families to monitor changing student development.
At-risk Services provided by the Social Worker	<ol style="list-style-type: none"> 1. Performs regular counseling and testing to ensure student is at grade level. 2. Assists with outreach to students' families. 3. Maintains consistent and regular contact with school based counselors, administration, teachers and families to monitor changing student development.
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.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

**PARENT INVOLVEMENT POLICY (PIP)
BROOKLYN THEATRE ARTS HIGH SCHOOL**

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

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

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

more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help; and
- Provide “Coffee Hours” during morning for parents, teachers, counselors and administration to meet and discuss student progress.

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

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

SCHOOL-PARENT COMPACT
BROOKLYN THEATRE ARTS HIGH SCHOOL

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Chris Groll/Gillian Smith	District 18	Borough Brooklyn	School Number 567
School Name Brooklyn Theatre Arts High School			

B. Language Allocation Policy Team Composition [?](#)

Principal Amy Murphy	Assistant Principal Pat Trani
Coach	Coach
ESL Teacher Nicole Florestal-Zizi	Guidance Counselor Neisha Johnson
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Sheila Jackson
Related Service Provider type here	Other type here
Network Leader Gillian Smith	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	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 education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	382	Total Number of ELLs	18	ELLs as share of total student population (%)	4.71%
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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.
5. 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.)
6. 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. 

During registration in past school years all students with a dominant language other than English were registered by an ESL pedagogue and our ATS secretary, who has been trained in the intake of potential ELLs. This year to formalize the initial screening process, we will begin scheduled times during the school year when the ESL pedagogue, Ms. Florestal-Zizi, is on hand to interview, show the parent orientation video, and to administer the LAB-R as needed. The LAB-R is hand scored and submitted within 10 days to the Assessment Office. Should anyone of the students currently entitled to ESL services speak Spanish, they are given the Spanish LAB-R by the ESL pedagogue. We currently have Spanish, French, and Haitian-Creole speaking personnel on hand to assist. When an interpreter is not available we use the services of the NYCDOE's Translation and Interpretation unit.

By formalizing the identification of ELLs during intake, our expectation is to streamline and improve our already efficient handling of the informational parent letters and the presentation of the parent video in the school's dominant language so that we can better serve and place our ELLs in the timeliest of manners. As such, parents will understand all three parental choices-namely Dual Language (DL), Transitional Bilingual Education (TBE), and English as a Second Language (ESL) and respond promptly by returning the paperwork on the spot.

The analysis of parent surveys and selection forms collected in the last three years have shown that parents have requested the ESL program overwhelmingly. This was due to the fact that in 90 percent of cases, ESL students admitted to our school have had at least one year experience in learning in an English language school. The parents offered in school are aligned with parent requests. Parents requested an ESL-only program with a push-in program using ESL methodology with technology to fast-speed second language acquisition. We are in constant contact with parents to see what programs they feel attracted to that will help their children learn faster and better.

In addition to using the LAB-R for initial placement, the ELLs in our school are administered the New York State English as a Second Language Achievement Test (NYSESLAT) every spring during the annual testing window. Based on their scores, they receive the mandated minutes of ESL service – that is to say, 360 weekly minutes for Beginners and Intermediated, and 180 weekly minutes for Advanced ELLs.

The ESL teacher checks admission and discharge reports weekly to ensure that ELLs who started out at another school receive prompt ESL service upon arrival at our school.

Part III: ELL Demographics

A. ELL Programs

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

Page 22 1 2 3 4 5
 6 7 8 9 10 11 12

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In										6	5	6	1	18
Total	0	0	0	0	0	0	0	0	0	6	5	6	1	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	8	Special Education	1
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	6

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	8			4		1	6			18
Total	8	0	0	4	0	1	6	0	0	18

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

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	
	EL	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								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish											2	2		4
Chinese														0
Russian													1	1
Bengali														0
Urdu														0
Arabic														0
Haitian										2	1	2		5
French										3	2	1		6
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1		1		2
TOTAL	0	6	5	6	1	18								

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

A. Programming and Scheduling Information

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Instruction is provided by a duly certified teacher using a Push-in Model in heterogeneous classes where the Content-area teacher and the ESL teacher use the Co-teaching/co-planning strategies. This year, ESL instruction is a Push-in Model. The push-in is achieved by providing ESL methodology with the ESL teacher in Core subject classes. ESL is used in the content-areas to build Academic Language while pushing in and co-planning with the teachers. Currently, the school offers Standards-based curriculum in required core subjects and semester-long theater-arts electives. Students are heterogeneously grouped in classes to ensure inclusive classroom settings with students of different interests and abilities.

The ESL students are provided with Regents-Prep classes and content-area tutoring during the 9th Period program. The ESL teacher works with core-subject teachers to ensure that we include essential language development in our planning. In this way the ESL teachers co-teach with classroom and content area teachers, sharing best practices for ELLs, scaffolding their instruction, building on vocabulary, using visuals and hands-on activities to help activate prior knowledge and working in small groups while meeting the full mandate for advanced students of 180 minutes and part of the mandate for beginners and intermediates. The full mandate for beginners and intermediates of 360 minutes is completed during the after-school (9th period) program. The ESL teacher attends grade meetings and other faculty sessions to monitor student progress and integration of ESL strategies.

To support our ELLs, we provide a buddy system, and libraries within the school and the classroom containing multi-level, multi-cultural books. We also have a Language para-professional, Ms. Pradel, who floats to provide assistance where needed.

SIFES

Although we currently have no SIFE students, the practices we would use could include a thorough pre-assessment of literacy needs and skills in alignment with our New York State Standards. Once needs are determined their oral language would be encouraged using QTEL strategies that effectively accommodate students at all proficiency levels.

We would incorporate the SIFE's native languages and prior knowledge, and include scaffolds such as visuals, graphic organizers, experiential learning, TPR and role-playing carefully differentiating the content, process, and product. We would also provide bilingual books and curriculum materials in our library as well as content-area books written at lower levels and without diluted information.

NEWCOMERS (WITHIN 1 YEAR)

Pushing into the ELA class, the ESL teacher are able to work in small focus groups providing specific scaffolds. This would include using story boards, role playing, and practicing a story orally before writing it. At our school, newcomers are partnered with more advanced students who act as interpreters to check comprehension.

Newcomers are encouraged to read with a student partner and they use prompts to develop oral language and push comprehension.

ELLs RECEIVING 4-6 YEARS OF ESL SERVICE:

A. Programming and Scheduling Information

The NYSESLAT data has revealed that our ELLs on the Extension of Services report and receiving 4-6 years of ESL service need more work in reading and writing. To drive best instruction practices, the data used is not restricted to the NYSESLAT or the ELL Periodic Assessments. Concerning reading, the ESL teachers also conduct and share with classroom teachers about the ELLs' strengths and weaknesses according to formal and informal assessments' results. We have targeted our bottom third for focused reading group during the 9th period at the end of the school day. During these times, we will be working on deconstruction language, and various writing projects throughout the year involving expository NYSESLAT writing, as well as research-based writing.

LONG TERM ELL's (COMPLETED 6 YEARS)

According to our data, our long-term ELLs are also students who are not successfully dealing with the increased demands of reading and writing. In addition to all the reading and writings strategies employed for the ELLs on our Extension fo Servides, we are striving towards ways to increase motivation and engagement. Some of the ELLs in this subgroup are part of the focus of our Inquiry Team. This work involves classroom observations and more focused skill- assessment. These students will benefit from these findings as we look to implement the work of the inquiry Team as we witness successful strategies in action.

ELLs WITH SPECIAL NEEDS

The ELL students in our school that have bee identified as having special needs, are discussed at monthly meetings so we can supervise their general education progress by monitoring and addressing their needs and they applying strategies and interventions to scaffold their learning.

TARGETED INTERVENTION & FORMER ELLs

The ELLs at our school are included in many intervention programs for ELA and Math. Intervention is also available in the content areas as it arises during the school year.

The ELLs develop analytical thinking skills for reading more complex text, but also be increasing their background knowledge for writing. Instruction includes guided and partner reading, including books and reinforcement of skills learned in the classroom.

Our former ELLs are benefiting from our push-in model, as they are grouped with current ELLs and native speaking students on the grade. As the classroom teacher and ESL teacher co-teach, strategies such as focused speaking prompts around a strategy taught, partner reading, and small group conferencing to name a few, are available for them as well. The ESL teacher keeps a close watch on them to ensure continued progress.

HOW ARE ELLs AFFORDED EQUAL ACCESS TO ALL SCHOOL PROGRAMS?

Our ELLs may participate in all test prep offerings primarily taking place during the school day and after school. Our ELLs partake in regular programs that enhance their learning experience. Like all our students they are presented with and get to choose from a progressive range of learning situations to develop their talents based on their strengths and interests.

INSTRUCTIONAL INCLUDING TECHNOLOGY

The ELLs in our school are participating in numerous technology offerings. Our school provides technology in every classroom. They are using the curriculum to incorporate writing and technology to create projects in every content area. Enrichment programs for math and science and acuity in math and ELA target each student's specific skill-based needs. Our school is also equipped with laptops and Smartboards. This equipment is employed regularly in the teaching and learning at our school. We have seen increased motivation with the use of these tools.

HOW IS NATIVE LANGUAGE SUPPORT DELIVERED IN EACH PROGRAM MODEL? (ESL only)

We offer an ESL program as per parental choice. Although instruction is primarily delivered in English, we carefully consider Language literacy and encourage its development. Our school library possesses bi-lingual and mono-lingual reading materials in our dominant

A. Programming and Scheduling Information

languages such as Haitian-Creole and Spanish.

Educating the parents is also a top priority so that they understand the transference of literacy skills. The ESL services closely support and

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	100%		
75%	75%		
50%	50%		
25%	25%		
Native Language Usage/Support	Dual Language		
100%	100%		
75%	75%		
50%	50%		
25%	25%		
Native Language Usage/Support	Freestanding ESL		
100%	100%		
75%	75%		
50%	50%		
25%	25%		
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

Paste response to questions 8-17 here

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C. Schools with Dual Language Programs

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

N/A

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.

Professional Development is ongoing at our school. We are working with Grade Teams to ensure our faculty of teachers and support personnel comprise a professional learning community that regularly analyzes student-generated data to help drive instructional improvement. On a weekly basis, the grade teams meet to develop knowledge and skills needed to pursue this inquiry-based initiative. We implement collaboration between the classroom and content teachers of ELLs and the ESL teacher where they co-plan curriculum units while sharing information such as current research-based ESL scaffolding techniques, the New York State ESL Standards, as well as turnkey strategies from workshops attended. Furthermore, Departmental teams are working to create curricula using “Differentiation of Instruction” for students at all levels, including ELLs. Future workshops will continue to focus exclusively on strategies meant to bolster academic and developmental achievement for students with ELL mandates.

Our guidance counselor checks in regularly with our students who have ELL mandates and coordinates these efforts with our ESL teacher. If needed, these students can benefit from services provided by our campus. The focus of each session depends on the student’s expressed needs and/or focus of faculty concern.

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

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?

Our Parent Coordinator, Sheila Jackson, has information of upcoming events translated for our parents. She also provides excellent service to these families by distributing helpful education tips available in multiple languages. The ESL teacher also attends the monthly parent meeting where ELL parents are invited. This can be a time for them to reflect and talk about their concerns. We will consider covering topics such as Preparing Your Child for the NYSESLAT, and Vocabulary Development for ELLs. Parents will receive phone calls to confirm meetings. Our meetings this year will help us plan for parental involvement in school activities. Addressing their needs will allow them to better support their children. In addition parents are also invited to visit the classrooms and school during writing celebrations, special events and assemblies.

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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	Page 29
75%	
50%	
25%	

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

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)?

N/A

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?
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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				1
Intermediate(I)										2	4	2		8

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?

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.

N/A

NYSESLAT Modality Analysis

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

NYS ELA

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1		1	
Integrated Algebra	6		4	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	4		2	
Living Environment	6		4	
Physics				
Global History and Geography	1		1	
US History and Government	5		3	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

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.

N/A

Part VI: LAP Assurances

School Name: Brooklyn Theatre Arts

School DBN: 18K567

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Amy Murphy	Principal		12/23/11
Pat Trani	Assistant Principal		12/23/11
	Parent Coordinator		1/1/01
Nicole Florestal Zizi	ESL Teacher		12/23/11
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 18K567 **School Name:** Brooklyn Theatre Arts High School

Cluster: 4 **Network:** 403

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.

1. After distributing and receiving the Bilingual Education Student Information Survey (BESIS), as well as providing our parents with a needs assessment, we concluded that we had a great need for translated documents in Spanish, French and Haitian Creole.

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.

2. Parents and students were informally surveyed. Based on our own school data we have a large number of students with French and Haitian Creole as their home language. We reported the findings to our school leadership team and PTA Executive Board. They agreed that it is vital that our parents are communicated with in their native language. We informed the school community via memos and at PTA meetings. We hire bilingual support staff to help with the verbal and written communication.

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.

1. BTA will survey and identify staff that are fluent in languages other than English. These teachers will be asked if they could make themselves available for any translations needed during the school day.

We will contact the Office of English Language Learners and request their translation materials.

School personnel will provide written translation services.

Parent Coordinator will provide written translation and request translation material from the Office of ELL.

BTA will mail home surveys to identify the need of different languages

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

Oral translation services will be provided by school staff and parent volunteers. When needed, the Translation and Interpretation Unit and BETAC will be used to provide translation for languages that cannot be translated at school.

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>.

3. The school has provided parents that speak a language other than English with a translated Bill of Parents Rights and Responsibilities. We have appropriate school signage and forms in both English, Spanish, French, Haitian Creole, Dutch and American Sign Language. The school will provide parents whose primary language is not English with written notification of their rights regarding translations and interpretation services. We will post, near the school's main entrance, notification of the office and room where a copy of written notification of parental rights regarding translation and interpretations can be found. The sign will be written in all applicable languages. The school's safety plan will include procedures for ensuring that parents in need of language assistance will be able to communicate with administrative offices. Parents will also be notified of the Departmental website they can go to learn of their translation and interpretation rights and services.