



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : _THE BROOKLYN HIGH SCHOOL OF THE ARTS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 15K656

PRINCIPAL: MARGARET LACEY BERMAN **EMAIL:** MLACEY@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
Margaret Lacey Berman	*Principal	
Lorraine Tummings	*UFT Chapter Leader	
Diane Purvis	*PTA President	
Shelda Ray	DC 37 Representative	
Devin Dressman Nia Drummond	Student Representatives	
A.Vaughn	Teacher	
Michelle Haglier	Parent	
Ann Grant	Parent	
Ingrid Bruneau	Parent	

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

- **By June 2012 we will expand our current AVID program to include the 12th grade. The AVID program will include students from the 10, 11th and 12th grades. And will service at least 155 students.**

Comprehensive needs assessment

- After conducting a significant needs assessment we determine that the AVID program would significantly benefit the students at The Brooklyn High School of the Arts. In order for an AVID program to be consistent and effective it needs to be at least a 3 year program. In order to properly select the students for participation we have an AVID process to gain a seat in the program. This process has steps which include, an application, review of student grades a writing sample and a student interview. The process is driven by a rubric provided by AVID central. Since the inception of our AVID program, students in the program have made significant gains. Last year we had 8 students in the AP History class, this year we have 30 students in the same class. Our High School graduation rate was 85% last year this year it was 89%.

Instructional strategies/activities

- a) **Teacher who volunteer to be part of the AVID team attend a Summer Institute to begin their initial training.**
- b) **Teachers also are trained during the school year with PATH trainings in various locations in the City.**
- c) **Intervistation is also used within the school as well as visiting other AVID school throughout the City.**
- d) **All AVID classes use WICR strategies and Cornell Notes as well as the AVID binder.**
- e) **The AVID team meets monthly to review data concerning, Attendance, Binders, Student work.**

Strategies to increase parental involvement

- AVID is a topic of discussion at PTA and SLT meeting.
- We have a twice yearly AVID parent meeting.
- AVID staff is always available to meet with parents during school on a one to one basis.

Strategies for attracting Highly Qualified Teachers (HQT)

Administrative staff regularly attends hiring fairs to identify and recruit high-qualified teachers.

The Pupil Personnel secretary will work closely with the network HR point to ensure that nonHQT meet all required documentation and assessment deadlines.

Mentors are assigned to support struggling and unqualified teachers.

Service and program coordination

The Assistant Principal of Humanities is the supervisor of the AVID program.

A full time Guidance Counselor assists with administration and selection of students for the program and also assists with parent outreach and involvement.

Two days a week, tutors from Hunter College work with the students in their AVID elective class.

Budget and resources alignment

- Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (tax levy), Title 1 Funds, Title III Funds and human resources to implement this action plan from Sept. 2011 to June 2012. Supervisor per session 1 day a week. Teacher Per session (1 day per month) to fund Professional Development to support curriculum development, Teachers to attend the AVID summer Institute to receive additional Professional Development. Professional instructional materials to support curriculum development during the regular school day.

ANNUAL GOAL #2 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 #2

- **By June 2012 100% of students will have a significant increase in information and operations concerning “ College Readiness”. 100% of the graduating class will have applied to C.U.N.Y. by Jan. 2012. 100% of the Parents will receive an invitation to learn about the Naviance system, and how it can help the parent and their child learn about college requirements, financial aid, and all college readiness issues, with the priority given to the graduating Senior class.**

Comprehensive needs assessment

In order to help ensure college readiness, starting in September, 2011 we will begin our college advisory in the 9th grade. We will use the Naviance System. It has never been more important for students and their families to understand the importance of college preparation and it must begin as early as possible.

Instructional strategies/activities

Guidance Counselors will be trained beginning in August on the Naviance system. Any additional staff member can also take part in the training as well is they are interested.

Parents will be invited via email, letters home, invitations to PTA meeting and using the phone master to informational sessions on the Naviance system and its potential benefits to their children as they research colleges and career options for their child.

Students will experience “Guidance lessons” in classrooms, conducted by the Guidance Counselors. These lessons will help the students know what is necessary to apply to college, organize their process, and be aware of financial aid opportunities.

- **By June 2012 no less than 100% of the senior class will use the Naviance system.**
- **By June 2012 no less than 75% of the junior class will use the Naviance system**
By June 2012 no less than 50% of the sophomore class will use the Naviance system.
- **By June 2012 no less than 40% of the freshmen class will use the Naviance system.**

Strategies to increase parental involvement

Naviance has been a topic of discussion at the PTA and SLT meetings.

Guidance Counselors have conducted parent workshops on Naviance

Parents will be invited to come to school and work alongside their child to learn the Naviance Web based system.

Strategies for attracting Highly Qualified Teachers (HQT)

Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.

The pupil personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.

Mentors are assigned to support struggling and un-qualified teachers.

Service and program coordination

The Assistant Principal of the Arts works closely with the parents and the Guidance staff to support the Naviance System.

Guidance Counselors have been extensively trained on the system, this training began in the summer months.

Guidance Counselors have and will continue to visit classroom of students to teach the students how to use the system effectively.

Budget and resources alignment

- Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student funding (Tax Levy), Title I Funds, Title III funds, and human resources to implement this action plan from Sept. 2010 to June 2012 as indicated below:

Guidance Counselor per session (1 day a week), Supervisor per session (1 day a week). Also site license purchase for the web based tool, (Naviance).

Professional instructional materials for the Guidance Counselors and the members of the Guidance staff to support curriculum development during the regular school day. Consumable instructional materials for use during extended day programs.

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

- **By June 2012, no less than 30% of the students will be involved in our three year IZONE 360 program.**

Comprehensive needs assessment

Students involved in IZONE 360 will engage in Project Based Learning and have additional opportunity to use the ILEARN platform for credit recovery as well as Advanced Placement Courses and enrichment.

Instructional strategies/activities

- a) PBL project based learning is aligned with the common core standards.**
- b) Skills acquired in Project Based Learning will enable students to be prepared for college level study.**
- c) Working closely with our partner New Tech Network to train our staff on Project Based Learning and the Echo Platform..**

Strategies to increase parental involvement

- IZONE 360 and Project Based Learning will continue to be a topic at PTA and SLT meeting.
- Parent received additional information at Parent Teacher Conferences concerning IZONE 360 and Project Based Learning.
- Parent have the opportunity to visit both IZONE and ILEARN classes and the teachers that teach these classes.

Strategies for attracting Highly Qualified Teachers (HQT)

Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.

The pupil personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines

Mentors are assigned to support struggling and un-qualified teachers.

Service and program coordination

The Principal and the Assistant Principal of Humanities will coordinate the IZONE 360 Program.

The CFN provides a coach to assist the school in the training of teachers and support staff for IZONE 360.

Budget and resources alignment

- Conceptual Consolidation will allow us to combine federal and local funds such as Fair Student Funding (Tax Levy), Title I funds, Title III funds and human resources to implement this action plan from Sept. 2011 to June 2012 as indicated below: IZONE 360 grant. Teacher Per session, (2 day a week) after school which varies with need for Professional Development around IZONE, specially around the echo platform and Project Based Learning, and ILEARN, specifically around EVENTA system that we are using. Consumable instructional materials for use during extended day programs.

ANNUAL GOAL #4 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 #4

- **For the 2011-2012 school year, the Humanities and the Math and Science Departments will be using the DYO for assessment purposes.**

Comprehensive needs assessment

By using the tool of CASL (Collaborative Analysis of Student Work), staff will be able to monitor students learning and skill acquisition. DYO enables the teachers to more accurately measure student progress and fill in any instructional gaps.

Instructional strategies/activities

- a) Teachers will engage in Professional Development for the DYO model.
- b) Teachers will work together in teams to develop assessment.
- c) Administrative staff will attend the DYO conferences to enable additional PD to take place, and to be aware of National and State expectations.
- d)

Strategies to increase parental involvement

- DYO will be discussed at PTA and SLT meetings
- Annual Parental informational sessions will be held so that parents are aware of all testing models.

Strategies for attracting Highly Qualified Teachers (HQT)

Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.

The pupil personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.

Mentors are assigned to support struggling and un-qualified teachers.

Service and program coordination

The Assistant Principals of Humanities and Math/Science will take the lead in DYO.

The A.P.'s will work closely with teacher teams to make certain assessments are aligned with current standards.

Budget and resources alignment

- Conceptual consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title Funds, Title III Funds, DYO Funds: Teacher per session for Professional development around assessment and data analysis to develop assessment tools for our students. (one day a month). Supervisor per session (one day a month). Consumable instructional materials for use during the school day program.

ANNUAL GOAL #5 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 #5

- By June 2012 there will be a 6% increase in the students passing their assigned Social Studies class.

Comprehensive needs assessment

The data clearly reflects a need to increase the focus on the area of Social Studies. By June 2012 there will be a 6% increase in the number of 9th 10th and 11th grade students who pass their assigned Social Studies class.

Instructional strategies/activities

- - a) We will be using Project Based learning experience, which for many students will be a double period class.
 - b) We will use ILEARN to help students develop their skill set and enable teachers to determine where instruction needs to proceed.

Strategies to increase parental involvement

- Passing rates are a topic for both PTA and SLT meetings.
- Parents will be motivated to come to informational meeting on the subject so that they will be aware of the expectations for their children.
- Parents will be made aware of the importance of supplementary learning and texts.

Strategies for attracting Highly Qualified Teachers (HQT)

Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.

The pupil personnel secretary will work closely with the network HR pint to ensure that non-HQT meet all required documentation and assessment deadlines.

Mentors are assigned to support struggling and un-qualified teachers.

Service and program coordination

The Assistant Principal Humanities will coordinate this with the teachers.

The Data Specialist will work with the staff to understand the data.

Budget and resources alignment

- Conceptual consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III Funds as well as IZONE grant Funds and human resources to implement this action plan from Sept. 2011 to June 2012 as indicated below: Supervisor per session (2 day per week), Teacher per session (2 day per week), Consumable instructional materials for use during extended day programs. Also Professional Development for differentiated Instruction. After school additional IZONE classroom time for students will also be included in teacher and supervisor per session.

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	0	0	N/A	N/A				
1	0	0	N/A	N/A				
2	0	0	N/A	N/A				
3	0	0	N/A	N/A				
4	0	0						
5	0	0						
6	0	0						
7	0	0						
8	0	0						
9	16	49	11	19				
10	20	14	17	20				
11	10	9	9	14				
12	5	4	6	8				

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	The AIS class for English focus is on writing. The students work in very small groups not to exceed 12 in a class and perfect their skills. This will take place during the regular school day as well as after the school day.
Mathematics C.M.S.P Program	The Comprehensive Math and Science course for our 9 th grade students is a double period class. The students engage in a number of differentiated instructional strategies to close the gaps in their learning. This program is tailored to address the needs of the students in our Lowest third.
Science	We are using ILEARN a web-based credit recovery program to give the students the extra time in the subject area. The will take place during the school day as well as after the school day.
Social Studies	We are using ILEARN a web-based credit recovery program to give the students the extra time in the subject area. This will take place during the school day as well as after the school day.
At-risk Services provided by the Guidance Counselor	
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	
At-risk Health-related Services	

**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) TEMPLATE

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. 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 Nancy Scala	District 15	Borough Brooklyn	School Number 656
School Name The Brooklyn High School of the Arts			

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

Principal Margaret Lacey Berman	Assistant Principal Robert Quinlan
Coach type here	Coach type here
ESL Teacher Ms Kong	Guidance Counselor Miriam Medina
Teacher/Subject Area ESL	Parent Diane Purvis
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader Nancy Scala	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	0
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	653	Total Number of ELLs	1	ELLs as share of total student population (%)	0.15%
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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. 

Pas1. Any newly admitted ELL who entered New York City Public School system for the first time will be given the Home Language Survey Form to identify if the student needs to be tested in LAB-R. These forms are available in all languages. If the student is new to the New York City Public School system, and the parents indicated that the primary language at home is a language other than English, he/she will be administered the LAB-R. This will take place upon the student entering the our school building and meeting with key staff. The student and family will meet with the a representative of the Guidance Staff as well as a member of our Arts Department. the member of the Guidance Dept speak Spanish and Italian, our ESL teacher speaks Chinese. If a family presents in a different language we would call our Network for guidance. If the Home Language Survey indicates a need all of the testing would be completed within 10 school days so that students would immediately begin receiving services. Spanish speaking students will be administered Spanish LAB-R in addition to the English LAB-R. The Guidance staff, Ms. Medina will interview the student and family. Ms. Medina speaks Spanish and English, she is a Certified GC as well as a former Spanish Language Teacher. If a LAB is to be administered Ms. Kong would administer it . Ms Kong is a certified Chemistry and ESL teacher and speaks Chinese. Students who qualify will sit for the NYSESLAT, the testing coordinator or Principal will order the test. The secretary will make certain that all students who qualify as per the ATS screen have a test ordered for them. Ms. Kong will be the pedagogue who will administer all four parts of the exam.

2. Parents of ELLs will view the video that describes the various programs. They are then asked to complete the Parent Survey in their own language. Selection Form will be provided to indicate in which program they would like their child to participate. Ms. Medina the GC will discuss with the family their options after they view the video. This is to take place immediately upon registration and before the student is programmed for any classes, so it would take place within the first 24 hours of potential admission to this school. If program option were to increase and or change in any way, The GC, Ms Medina would reach out to the affected families and make them aware.

3. Letters of entitlement are distributed to students and parents based on their test results in Lab-R or NYSESLAT. Ms. Medina and Mr. Kosoff working with Ms. Kong will distribute the letters during 4th period as well as at selected meetings with the parents. All records will maintained in the GC offices as the GC's stay with the students until they graduate. They establish a relationship and a repore with the students and their families. The Parent survey and the Program Selection forms will all be handled by the Guidance Counselor in consultation with the ESL teacher. These survey's will also be stored in the GC's office.

4. Students were placed according to the test results of Lab-R or NYSESLAT, and the program their parents selected to have their children participate based on the Parent Survey. The placement letters will be distributed by the Guidance Counselor during 4th period and also duing specific parent meeting. The Placement letters will be kept on file within the GC's offices. The Guidance Counselors will continue to do the majority of the parent outreach. Ms. Medina will do all of the Spanish, Ms. Kong will help the GC's when the language is Chinese. If a different language presents we will reach out to our Network for further assistance.

5. All of our parents of ELL chose ESL program. If the student was identified as ELL based on the LAB-R results, student will be programmed and placed in the appropriate ESL class. For students who are list-noticed from middle schools, they are identified and placed in the appropriate ESL / ELA program based on their BESIS history and NYSESLAT scores, their parental choices, and as per CR Part 154. Since our school is a High School that is full audition, our experience has been that the families perfer ESL if they need

any services at all. During the last several years, our population has only included 1 to 2 students that require any service. Since these students also are artists they prefer to select ESL they to date have not been interested in Dual Language or other services that currently exist citywide.

6. Our ESL program model is aligned with parent's request. In response to questions 1-6 here to date the parents want the students to be included. They have sent their children to this school because it is an ARTS school. They must audition to get in, and they seem to prefer the students learn along side their English speaking peers. They to date seem to prefer our ESL offerings. To day our numbers are very low for students who qualify for services.

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

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Push-In														0
Total	0	0	0	0	0	0	0	0	0	1	0	0	0	1

B. ELL Years of Service and Programs

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

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

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL										0
Total	0	0	0	0	0	0	0	0	0	0

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										1				1
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	0	0	0	0	0	0	0	0	1	0	0	0	1

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	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-7 h Self-Contained ESL. In addition to ESL, the student also receives one period of English Language Arts and one period of ELA Writing. The ESL teacher pulls the one student out of an PE, or non Major class

2. As per Part 154, ELL students in the Advance Level receive ESL instruction for 1 periods a day (47 minutes per period) for 5 days a week and 1 period of ELA every day, 5 days a week. There is only one student at this time so the teacher pulls the student out and works with that one student.
3. To address the need of academic language development, our Assistant Principal of Humanities, Ms. Kong, who is licensed in E.S.L., consistently provides ELA/ESL teachers with directions as they prepare and present lessons. In addition, ongoing teacher interaction, articulation and collaboration are been practiced in our weekly departmental collaborative team meeting. Teachers are encouraged not only to teach our ELL's English language acquisition but also concepts that are relevant to a students' success in the academic arena. For example, a considerable amount of classroom time is devoted to the development of speaking, listening, reading and writing skills which will help them pass the NYS ELA Regents and NYSESLAT. In addition, in all subject areas, differentiated instruction/scaffolding is employed.
4. We do not have SIFE population. For my Long-Term ELL, he is receiving addition period of writing instruction every day, five days a week. The ELL we have at present native language is Spanish, so the ESL teacher working with the Spanish Language Teacher Ms. Anthony administered an exam to determine Spanish Language Proficiency. The student was then placed in the correct Spanish class.
5. We do not have any SIFE students at this time.
6. The teachers are using Differentiation of Instruction and Scaffolding to enable the ELL student to take full advantage of grade-level texts. We are also using ILEARN with the students. ILEARN is a web-based tool that enables the students to get remediation, enrichment and a comfortable entry point. They have the opportunity to learn and relearn at their own pace.
7. Since we are a Performing Arts School we have no alternative but to be flexible. In order to get everything in on a daily basis we must think out of the box. Our teachers are flexible, they are willing to push in and are not uncomfortable when another teacher is in their room. The students are hard working and have no problem with extending their school day. we also often run a Saturday school when the students need additional time on task.

Courses Taught in Languages Other than English

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

- classes that are taught in English using books in the native language

<ul style="list-style-type: none"> • heritage classes • foreign language (LOTE) classes 			
Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			
Social Studies:			
Math:			
Science:			

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

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%	
75%	
50%	
25%	
	Freestanding ESL
100%	
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

In Math we offer a CMSP class, which is a double period math using technology to help acquire the necessary skills, this class is in English. In English we have various classes to support skills, we have a writing class for lower performing students. We also offer ILEARN a web-based tool that helps meet students where they are and get them where they need to be.

9. we intend on offering an extra English class to all students who reach proficiency on the NYSESLAT. This course will change with the students needs. We will offer support for at least two years after testing.

10. Our population is so small, but we would like all of our services to be better. We are going to look into improvement of our ILEARN and purchase additional curriculum to meet the needs of our current and future ESL students.

11. we will not discontinue a program, we might depending on situation motivate a family to take advantage of our Literacy class, but it has never been more important for students to receive their mandated services.

12. As a result of budget we have a major cut in after school and Saturday Programs. But our ELL student can and do take advantage of any and all after school programs we do offer. Letter are sent home in Spanish, telephone calls are made. It is also a topic of all of our PTA meeting. The Guidance staff reach out to families as individuals, but also send home weekly emails on this topic.

13. CMSP Math program which has afterschool and Saturday tutoring. SAT prep program on Tuesday evenings. ILEARN class which happens daily afterschool and is web-based so it can be done at home as well.

13b. We are using AVENTA via ILEARN which is a web-based tool that covers all of the DOE content area.

13c. In Math CMSP we have used supplementary texts for the content area. These workbooks become the students to take home and enable the student to have an additional study aide for Regents exams.

14. Native Language support is in Spanish Language. The Spanish teachers works with the team during the school day.

15. All support services are grade and age specific. The support services are also aligned with the Regents and the Common Core Standards.

16. We have student and parent orientations during Brooklyn Queens day, as well as evening PTA meetings and Saturday Academy for learning.

17. Using our ILEARN system we can offer almost any Language elective that exists. AVENTA is a DOE tool that has been populated with many DOE courses.

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

1. Teachers have various PD including but not limited to CASL Collaborative Analysis of Student Learning, teachers meet in teams and discuss students who are in the lowest 3rd and student who are performing well and compare what is working. All Teachers have extensive PD around our new IZONE 360 PBL program.

2. During their circular 6 assignment these teachers meet in a separate group to go over ideas and write curriculum to assist the forward movement of these students.

3. Working with our Network we make available various PD opportunities for the staff. We have a teacher technology working group, PODS to help align the common core standards with the Regent standards. We also do extensive PD around our current IZONE 360 grant, where we use Project Based Learning to drive instruction. We also train our teachers on the AVID program.

2A We have one Para Professional he is trained along side the teachers in all aspects of change in our school. He speaks Spanish and can and does help our student who receives services.

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

1. We have a very active PTA. We have monthly well attended PTA meetings. The school via the phone messenger calls every parent to remind them about the PTA meeting and the topic of the meeting. The Guidance Staff also emails every family to alert them of PTA meetings and PD opportunities. Parents serve and are active on the School Leadership Team. The consult on the school's budget, new programs and CEP goals.

2. We do not have any CBO's at this time.

3. We have many parent meeting during the summer and in Sept. At this meetings we survey parents, have small group parent meetings and attempt to do needs assessments. Our Assistant Principal hold meetings to reach out to parents in specific art strands, so that parents are addressed in even a smaller group.

4. Working closely with the PTA we had a parent information night where parents learned about the school and they also could take a computer class. We held parent meeting around the topic of understanding their child's transcript. We also have held meeting on College Financial Aid and College application Process.

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)														0

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

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			
Integrated Algebra	1		1	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	1			
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other <u>Spanish</u>	1		1	
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:
 - 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.

Paste additional information here

Part VI: LAP Assurances

School Name: BHSA

School DBN: 15K656

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Margaret Lacey Berman	Principal		1/1/01
Robert Quinlan	Assistant Principal		1/1/01
NONE	Parent Coordinator		1/1/01
Ms. Kong	ESL Teacher		1/1/01
Diane Purvis	Parent		1/1/01
Jenifer Drinkwater	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Miriam Medina	Guidance Counselor		1/1/01
Nancy Scala	Network Leader		1/1/01
David Kosoff	Other <u>Guidance Counselor</u>		1/1/01
	Other		1/1/01
	Other		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: 15K656 **School Name:** Brooklyn High School of the Arts

Cluster: relo **Network:** 107

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

Part A: Needs Assessment Findings

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

We are an audition school. We meet with parents several times before the students start classes in September. We speak to parents, give them a survey of their needs, which includes but is not limited to home language. At each orientation and or call back, either the Principal or Assistant Principal meet and speak to the parents. We discuss student needs as well as the needs for the family. We have many forms that need to be filled out, home language, is one of the questions.

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.

At this time, we are aware that we have 2 parents who are more comfortable having information translated in Spanish. Their target language is not English and although they can understand, they feel better served with all important information and telephone calls to be translated into Spanish. We came to these findings, by use of our form, the students have also come forward to alert us to the needs of their parents. We also have a Spanish speaking Guidance Counselor and a Spanish speaking Para-Professional who have also spoken with the parents and made us aware of this need.

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.

We will translate all information into Spanish. The phone master Messenger will translate the phone information into Spanish. When meeting with the parents we will offer them the services of the Guidance Counselor, or Para-Professional for translation during the meeting if they would like. We will also offer them the option of bringing in someone from their friends or family if that makes them more comfortable. The Guidance Counselor will be translating all documents and letters that have to go home. We also have the PTA treasurer as a volunteer, who is willing to translate during the PTA Meeting when necessary.

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 Spanish speaking Guidance Counselor will work with the parent to provide oral interpretation. The Spanish speaking Para-Professional has also volunteered his services, if for some reason the Guidance Counselor is not available.

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>.

Brooklyn High School of the Arts will notify parents at all of our meeting during our audition process as well as any possible over the counter-accepted student to the availability of interpretation services. We have dedicated staff who provide most of our interpretation for meetings both during school and afterschool. We will make certain all notices and school document are translated into the parents primary language. When necessary we will utilize the Translation and Interpretation unit of the DOE.