



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : BROOKLYN SCHOOL FOR MUSIC AND THEATRE

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 17K548

PRINCIPAL: PAMELA RANDAZZO-DORCELY EMAIL: PRANDAZ@SCHOOLS.NYC.GOV

SUPERINTENDENT: KAREN WATTS

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
Pamela Randazzo-Dorcely	*Principal or Designee	
R. Scott Herbert	*UFT Chapter Leader or Designee	
Hyacinth Constance	*PA/PTA President or Designated Co-President	
Abraham Andujar	Student Representative	
Evette Brutus	Student Representative	
Shantal Marshall	Student Representative	
Riana Hershenfeld	Member/SLT Chair	
Jenessa Kornaker	Member/Teacher	
Leah Scrivner	Member/Teacher	
Samantha Rubin	Member/Teacher	
James Carroll	Member/Teacher	
Mytriss Pollard-Henry	Member/Parent	
Holly Felder	Member/Parent	
Yvette Cruz	Member/Parent	
Cassandra Philip	Member/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

- Increase the graduation rate from 74% to at least 80%.

Comprehensive needs assessment

- Our graduation rate dropped significantly two years ago from 83% to 72%, largely due to failure of the Global History and Geography regent examination. Although credit accumulation was a small part of this problem, we want to be proactive in aiding students to enter and complete their senior year in strong standing. Last year, we were able to raise it to 74%, but want to continue our goal of increasing to at least 80%.

Instructional Strategies/Activities

This goal will be attained through systems we have put into place such as professional development focused on academic rigor through the common core learning standards and questioning techniques, writing across the curriculum, curriculum mapping, and differentiation, specific c-6 positions for college counseling and seminar. We also prepare individual Regents for students, encouraging them to retake exams for college readiness (75 or higher). Saturday tutoring and small group sessions are held for Regents preparation, and Mock Exams are given throughout the semester to students. A full time college office is run in order to give students opportunities for college planning and scholarship work. School-wide assemblies/socials as a reward for maintaining an engaged and motivated attitude toward education are planned for students in order to promote further student engagement. We also will continue to have student representatives sitting on the School Leadership Team, the continuation of our student union (governmental system), and the four class councils. By bringing in professionals from the community such as The Leadership Institute and the LEAP program, we will continue to allow for students to be trained in peer mediation and mentorship. Through the creation of a peer mentor program, students will be able to aid each other in their own growth and development. Leadership positions, such as class council cabinets, and directorial and stage management positions in the arts will help to motivate our students toward becoming civil leaders, while promoting high academic success. With the implementation of the CTE program and Career Development Internship Program, students will have further opportunity to become leaders as they train younger students in the management of aspects of technical theatre.

Strategies to increase parental involvement

Much of this goal requires students to maintain a high rate of attendance. This part of the goal will be attained through systems we have put into place such as a school messenger making automatic calls detailing student absences from school, specific periods, and/or lateness throughout the day, as well as home visits for severe cases. Our school service initiative will be used to create opportunities for students to better the school as consequences for lateness or cutting class, as well as allowing students who are responsible to be celebrated for their punctuality and attendance. Long Term Absence students are targeted through consistent parent and student contact, home visits, and aide for students who are dealing with difficult or extenuating life circumstances. The use of Skedula, an online grading system will also aid in keeping parents updated regarding students' progress within academic and arts courses. Parents are able to consistently track their children's progress online, as well as email teachers with any questions or concerns. Consistent parent contact is made and logged through our school service intervention program, as well as individual teacher communication.

Strategies for attracting Highly Qualified Teachers (HQT)

All of our teachers are Highly Qualified. We aim to continue to hire only Highly Qualified Teachers, and will continue to attract HQTs through maintaining a supportive and encouraging atmosphere, as well as continuing to offer professional development within the Collins Writing Program, Curriculum Mapping, Differentiation, Teach Like a Champion, and the Teacher Talent Pilot. Any other professional development that is requested by individual teachers will be honored as well.

Service and program coordination

- Common planning will be organized into teacher's daily program as their C-6. Bi-monthly Professional Development is organized around the pieces developed in common planning. Aspects of the budget are set aside to cultivate professional development activities with outside organizations which will support teachers in the work they do within common planning.

Budget and resources alignment

Title I and Fair Student Funding will be used to provide professional development and resources to staff to benefit student achievement.

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

- Increase the Global History and Geography pass rate from 45% to at least 55%.

Comprehensive needs assessment

- Our Global History and Geography Regents pass rate dropped significantly two years ago, causing our overall graduation to fall as well. Last year, we were able to increase our pass rate to 45%, but want to continue our efforts to increase this to at least 55%. Because this test is our single largest deterrent to students graduating on time, we need to devise a plan to significantly raise the pass rate for both first-time as well as multiple-time test takers.

Instructional strategies/activities

This goal will be attained through systems we have put into place such as professional development focused on academic rigor, writing across the curriculum, curriculum mapping, and differentiation, and 8th period. We also prepare individual Regents for students, encouraging them to retake exams for college readiness (75 or higher). Saturday tutoring and small group sessions are held for Regents preparation, and Mock Exams are given throughout the semester to students. A Humanities Inquiry team has been put into place, creating a forum for Social Studies and ELA teachers to work together to increase levels of essay writing in both subject areas. Looking at struggling students' work will help to create a foundation for understanding ways to tackle major problem areas within this exam. We have also instituted a Global Prep Initiative that encourages committed students to involve themselves in intensive review for the Global History Regents Exam.

Through this program, students will partake in a Tuesday peer tutoring session, a Wednesday assessment session, a Thursday 8th period review session, and a Saturday intensive review session for the length of 6 weeks. These sessions will be taught by all of our Social Studies teachers, with each taking on a piece of curriculum for each week's session. Students within the program are mandated to attend all sessions, and will lose the review privilege if they are not committed to the program.

The use of the Collins Writing Program and Curriculum Mapping will also aid teachers in motivating students to better their writing skills as well as keep them moving quickly and efficiently through the Global History Curriculum.

Strategies to increase parental involvement

- Parents are continually contacted regarding their student's progress toward graduation, including information regarding the Global History Regents Exam. If a student is late or absent on a Regents day, parents are immediately contacted in order to get the child to school within the late arrival time frame. Within the Global Prep Initiative, a contract is given to parents to solidify their commitment in their child's participation within the program, as well as keep them updated throughout the course of the review.

Strategies for attracting Highly Qualified Teachers (HQT)

All of our teachers are Highly Qualified. We aim to continue to hire only Highly Qualified Teachers, and will continue to attract HQTs through maintaining a supportive and encouraging atmosphere, as well as continuing to offer professional development within the Collins Writing Program, Curriculum Mapping, Differentiation, Teach Like a Champion, and the Teacher Talent Pilot. Any other professional development that is requested by individual teachers will be honored as well.

Service and program coordination

- Common planning and department meetings will be organized into teacher's daily program as their C-6. Bi-monthly Professional Development is organized around the pieces developed in common planning. Professional development activities will be organized which will support teachers in the work they do within common planning and department meetings.

Budget and resources alignment

Title I and Fair Student Funding will be used to provide professional development and resources to staff to benefit student achievement. Per Session funding will also be used for Saturday review sessions.

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

- Increasing the average grade of students within our lowest third in the second-year cohort by 5 percentage points.

Comprehensive needs assessment

- Due to the fact that our lowest third statistically has the most difficult time accumulating credits and passing Regents exams, we are focusing on creating a plan for these students to be more successful.

Instructional strategies/activities

This goal will be attained through systems we have put into place such as professional development focused on academic rigor, writing across the curriculum, curriculum mapping, and differentiation, and 8th period. We also prepare individual Regents for students, encouraging them to retake exams for college readiness (75 or higher). Saturday tutoring and small group sessions are held for Regents preparation, and Mock Exams are given throughout the semester to students. An 11th grade Inquiry team has been put into place, creating a forum for 11th grade teachers to work together to increase student progress throughout all academic content areas. Looking at struggling students' work will help to create a foundation for understanding ways to tackle major problem areas within our lowest third student skill sets. IEP meetings happen continually throughout the year in order to keep teachers and students updated with goal setting and accommodations. The use of the Collins Writing Program and Curriculum Mapping will also aid teachers in motivating students to better their writing skills as well as keep them moving quickly and efficiently through academic curriculums.

Strategies to increase parental involvement

Parents are continually contacted regarding their student's progress toward graduation, including information regarding IEP goals and credit accumulation. Much of this goal requires students to maintain a high rate of attendance. This part of the goal will be attained through systems we have put into place such as a school messenger making automatic calls detailing student absences from school, specific periods, and/or lateness throughout the day, as well as home visits for severe cases. Our school service initiative will be used to create opportunities for students to better the school as consequences for lateness or cutting class, as well as allowing students who are responsible to be celebrated for their punctuality and attendance. Long Term Absence students are targeted through consistent parent and student contact, home visits, and aide for students who are dealing with difficult or extenuating life circumstances.

The use of Skedula, an online grading system will also aid in keeping parents updated regarding students' progress within academic and arts courses. Parents are able to consistently track their children's progress online, as well as email teachers with any questions or concerns. Consistent parent contact is made and logged through our school service intervention program, as well as individual teacher communication.

Strategies for attracting Highly Qualified Teachers (HQT)

All of our teachers are Highly Qualified. We aim to continue to hire only Highly Qualified Teachers, and will continue to attract HQTs through maintaining a supportive and encouraging atmosphere, as well as continuing to offer professional development within the Collins Writing Program, Curriculum Mapping, Differentiation, Teach Like a Champion, and the Teacher Talent Pilot. Any other professional development that is requested by individual teachers will be honored as well.

Service and program coordination

- Monthly data meetings are organized on the administration and department leaders' calendar. Teams of teachers and guidance counselors then develop the data points to distribute to teachers in the common planning and department meetings. Professional Development activities would align with the data and the instructional plans developed in Inquiry.

Budget and resources alignment

Title I and Fair Student Funding will be used to provide professional development and resources to staff to benefit student achievement.

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

- Improving teacher practice and effectiveness.

Comprehensive needs assessment

- In order to create significant progress from the students', it is imperative that our staff work to become highly effective teachers to properly motivate students toward success. Through the implementation of consistent professional development, our staff will work to create a united academic front to challenge and motivate our students.

Instructional strategies/activities

This year, we are focusing on implementing the following professional development regimens. Through the use of the Collins Writing Program, we have invited its creator, John Collins to work with our staff on a number of occasions, both in large and small group settings. This program works to give teachers a universal vocabulary when discussing writing assignments for students, encouraging writing across the curriculum. This program also works to aid teachers in the teaching of vocabulary, and building students' stamina during long writing assignments. Teachers are expected to include elements of Collins within each of their lesson plans. We have invited Heidi Hayes-Jacobs to work with our staff on Curriculum Mapping, through two major workshops during the year. Through these, teachers are expected to streamline their units, making sure that they align to essential questions as well as the Common Core Learning Standards. Each teacher is expected to upload curriculum maps on edmodo, an interactive networking site for teachers.

Through the use of Doug Lemov's book, Teach Like a Champion, we are continuing our work on classroom management with teachers this year. Teachers are expected to understand and utilize techniques within this book, so that students have a universal behavioral and academic vocabulary from classroom to classroom. Professional development sessions throughout the year touch on ideas and techniques recommended within this book.

Teachers are expected to include differentiated lesson plans throughout the year, giving students options to move their learning forward, as well as allowing multiple levels to be taught in each classroom. Professional development sessions throughout the year touch on techniques for differentiation, especially in accordance with the CCLS.

As one of the schools taking part in the Teacher Talent Pilot, we are focused on moving teachers incrementally along the Danielson rubric. Teachers are consistently observed and given feedback based on the IDEH scale, and are constantly a part of the discussion as to which elements of the rubric we are focusing on throughout the year. Teachers have been paired up, and are expected to videotape each other in order to use the rubric for collaborative feedback during PD sessions.

Strategies to increase parental involvement

Discussing teacher practice and effectiveness initiatives with the School Leadership Team on a regular basis will help us to keep parents informed regarding teacher professional development. Student and parent contracts within individual classes will also aid parents in understanding the use of the Collins Writing Program, Curriculum Mapping, Teach Like a Champion, Differentiation, and the Teacher Talent Pilot.

Strategies for attracting Highly Qualified Teachers (HQT)

All of our teachers are Highly Qualified. We aim to continue to hire only Highly Qualified Teachers, and will continue to attract HQTs through maintaining a supportive and encouraging atmosphere, as well as continuing to offer professional development within the Collins Writing Program, Curriculum Mapping, Differentiation, Teach Like a Champion, and the Teacher Talent Pilot. Any other professional development that is requested by individual teachers will be honored as well.

Service and program coordination

Collins Writing Program
Curriculum Mapping (Heidi Hayes Jacobs)
Teacher Talent Pilot

Budget and resources alignment

Title I and Fair Student Funding will be used to provide professional development and resources to staff to benefit student achievement.

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	77	71			10			
10	89	47	63		5			
11	34	23	20	45	5			
12	11	8	8	25	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	Students are provided with an extended day program where they can meet with an ELA teacher in a small group instruction setting for assistance. Students also receive AIS on Saturdays as part of our mock Regents program where they come in, take an ELA Regents exam for prep and have the opportunity to receive one-to-one tutoring regarding their specific exam.
Mathematics	Students are provided with an extended day program where they can meet with a math teacher in a small group instruction setting for assistance. Students also receive AIS on Saturdays as part of our mock Regents program where they come in, take a math Regents exam for prep, and have the opportunity to receive one-to-one tutoring regarding their specific exam.
Science	Students are provided with an extended day program where they can meet with a science teacher in a small group instruction setting for assistance. Students also receive AIS on Saturdays as part of our mock Regents program where they come in, take a science Regents exam for prep, and have the opportunity to receive one-to-one tutoring regarding their specific exam.
Social Studies	Students are provided with an extended day program where they can meet with a social studies teacher in a small group instruction setting for assistance. Students also receive AIS on Saturdays as part of our mock Regents program where they come in, take a social studies Regents exam for prep, and have the opportunity to receive one-to-one tutoring regarding their specific exam.
At-risk Services provided by the Guidance Counselor	Students are given mandated counseling, progress reports and continues parent outreach as a way to keep all involved and focused on the success of the student.
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	

At-risk Health-related Services	
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**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.

1. School Parental Involvement Policy – Attach a copy of the school's Parent Involvement Policy.

Brooklyn School for Music & Theatre agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child's learning;
 - that parents are encouraged to be actively involved in their child's education at school;
 - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

1. Brooklyn School for Music & Theatre will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: Invite Parent Association and parent members of the school Leadership Team to submit a parental involvement plan for discussion and mutual agreement.
2. Brooklyn School for Music & Theatre will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Provide regular scholarship reports and anecdotal evidence of school progress.
3. Brooklyn School for Music & Theatre will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: Regular Parent Association activities, including monthly meetings and annual elections, and such activities as desired and voted upon by parents.
4. Brooklyn School for Music & Theatre will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality through the Learning Environment Survey. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. The evaluation will be in the form of a year-to-year comparison of attendance at activities to which parents have been invited. It will be conducted by the Parent Association and its results will be made known to parents at a regularly scheduled parent Association meeting and through a home mailing.
5. Brooklyn School for Music & Theatre will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 1. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by conducting Fall evening and Saturday workshops led by administrative or guidance staff and /or faculty members on:
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators.
 2. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement. The school will do the things outlined below by initiating a school website on which homework and other assignments will be posted, along with links to parental-support websites, by sending letters home in English and Haitian Creole, by automatic phone calling with recorded messages and through policies that encourage and support frequent calls by teachers to students' homes.
 - i. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value

- and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.
- ii. The school will take the above actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by consultation with our Parent Association and with our School Leadership Team, each of which had a Coordinator for Title I parents. This policy was adopted by the Brooklyn School for Music & Theatre on June 26, 2008. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 30, 2008.

2. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.

School-Parent Compact:

Brooklyn School for Music & Theatre and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2007-08.

School Responsibilities

The Brooklyn School for Music & Theatre will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards by adhering to State standards and implementing our music and theatre themes in academic classroom instruction.
2. Hold parent-teacher conferences twice during the school year, and as often as is academically or behaviorally indicated.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports every three weeks during the school year, six of which will be full report cards and six of which will be mid-marking period progress reports.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents during the school day and before and after school, at mutually agreed-upon times.
5. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way, through regular School Leadership Team meetings.
6. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient

time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

7. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
8. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
9. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
10. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
11. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

- Monitoring attendance
- Making sure that homework is completed.
- Monitoring amount and content of television and internet use by my child.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on school advisory groups.

Student Responsibilities:

I, as a student, will share the responsibility to improve my academic achievement and achieve the State's high standards. Specifically, I will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

SIGNATURES:

SCHOOL	PARENT(S)	STUDENT
_____	_____	_____
DATE	DATE	DATE

2011-2012 Language Allocation Policy

Within 10 days of a student being enrolled at BSMT parents are informed of the program choices that exist for English Language Learners as well as given an *Entitlement Letter*. (BSMT provides native language translation for Spanish, Creole, and French by BSMT staff). At that time we review with them their child’s LAB-R result to determine English language proficiency. Utilizing the results appropriate instruction is determined, programmed and initiated.

The school leadership and teachers use the results of the ELL periodic assessment data to align instructional goals, strategies, and resources around action plans for ELL students. Instructional materials and support include laptop computers/on-line services, Smart Board technology, glossaries, dictionaries, libraries, textbooks in both languages, as well as collaboration with other students and staff. Professional development opportunities are provided for teachers of ELLs to practice teaching strategies that can help make learning resources accessible for ELLs. All teachers have received professional development in Differentiated Instruction.

Instruction is delivered based on a pull-out model with two teachers in the classroom.

Currently, there is one student (grade 10) in our ELL program. This student has a specific focus on improving language skills. Two teachers work with a full group of students to target specific language areas: developing writing skills, language (speech), reading-decoding and comprehension. Our student travels within a heterogeneous group and we provide additional support during small study group instruction. Targeted intervention programs for ELLs in ELA, math, and CTT areas also offer the pull-out model where assessment is determined by the students’ IEP.

Evaluating the success of our ELL program is based on periodic assessments including mandated Regents examinations. During the upcoming school year, home language forms and/or telephone interviews will be conducted to determine if parents want their students tested.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 New Visions	District 17	Borough Brooklyn	School Number 548
School Name Brooklyn School for Music & Theatre			

B. Language Allocation Policy Team Composition

Principal Pamela Randazzo-Dorcely	Assistant Principal Jennifer Gagnon
Coach Rianna Hershenfeld	Coach type here
ESL Teacher type here	Guidance Counselor Margaurite Allen
Teacher/Subject Area Erin Osicek/ Social Studies	Parent type here
Teacher/Subject Area Jenessa Kornaker/ Science	Parent Coordinator N/A
Related Service Provider Read 180 / Performance Series	Other type here
Network Leader New Visions	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	1	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	1	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	409	Total Number of ELLs	2	ELLs as share of total student population (%)	0.49%
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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. 

Paste resp1. All ESL students are identified as such through the Home Language Survey, an informal interview conducted by a pedagogue (in the student's native language, if necessary) at the time of the new student's enrollment, and ultimately the LAB-R examination, which is administered to all immigrant children whose home language is not English, as determined by the Home Language Survey and the interview. The LAB-R is administered within the first ten days of the student's arrival. Students who score below minimum proficiency are targeted for ESL services, and their parents are contacted to attend an ELL parent orientation, if this was not done on the day of registration. Beginner level students are programmed for three 45 minutes periods of ESL instruction per day five times per week, intermediate level students receive two 45 minutes periods per day, and advanced level students receive one 45 minutes period of ESL per day in addition to an English Language Arts class. Each year, identified children are reassessed using the NYSESLAT examination.

2. Normally, the ESL teacher is able to conduct the parent orientation and LAB-R on the first day of the student's arrival. However, if the parent is not available, the ESL teacher calls and writes a letter to invite the parent in for a parent orientation as soon as the LAB-R results are known. At the orientation, parents view the orientation video (in their preferred language) in which they learn about the programs offered to English language learners. At High School for Service and Learning, we only offer a free-standing ESL program. We cannot offer a bilingual or dual language program because we do not have enough requests to do so for students of one ethnicity; however, records of parent program requests are kept and monitored should the need to create these programs develop.
3. All forms are administered and collected by the Guidance Counselor and an available pedagogue (preferably the ESL teacher) on the day of registration. After Entitlement/Non-entitlement/Continued Entitlement Letters/Parent Selection Forms have been distributed, the ESL teacher calls the student's parents to ensure the return the necessary forms as soon as possible. Usually, the forms are all returned at the ELL parent orientation session, but sometimes phone calls must be made until the forms are finally returned. The parent coordinator sometimes assists in this process.
4. The only ESL program offered at Brooklyn School for Music and Theatre (BSMT) is the pull out ESL model. If parents request dual language or transitional programs at the parent orientation the parent selection forms are kept on file to be monitored. The parent orientation is conducted in the parents' preferred spoken language and translation services are provided when necessary. Within the school, there are translators for Spanish, French and Haitian-Creole. Otherwise, the DOE translation services are requested. Our self-contained ESL program serving the 2 students is organized to maximize and challenge each child's linguistic strengths in an environment that is both encouraging and supportive. This type of environment is essential for ELLs, as the students have to know that they are "safe" to take risks in order to meet the rigorous standards, such as critical thinking, that our academic programs promote.
5. Both parents of our two students have chosen the free-standing ESL program offered by our school. Any different requests will continue to be filed should a dual or transitional bilingual program be in demand.
6. The programs are aligned with the parents' requests.

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	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
Push-In										1		1		2
Total	0	0	0	0	0	0	0	0	0	1	0	1	0	2

B. ELL Years of Service and Programs

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

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				1					1	1
Total	0	0	0	1	0	0	0	0	1	1

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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish		1				1			0	2
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									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
TOTAL	0	1	0	0	0	1	0	0	0	2

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														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?

1. Instruction is delivered based on a pull-out model with two teachers in the classroom. Currently, there are two students in our ELL program. These students have a specific focus on improving language skills. Two teachers work with a full group of students to target specific language areas: developing writing skills, language (speech), reading-decoding and comprehension. Our students travel within a heterogeneous group and we provide additional support during small study group instruction. Targeted intervention programs for ELLs in ELA, math, and CTT areas also offer the pull-out model where assessment is determined by the students' IEP or teacher evaluation.

b. In the ninth grade, the one student is included in a classroom with 2 teachers and receives a 2nd period of English instruction in a small group setting every other day. Also, the student is pulled out for one on one instruction and programmed for additional time with an ESL instructor three times per week.

2. Students are programmed specifically to ensure that all required minutes are met, and classes are designed in such a way that all mandates are met in full. Both ESL students are programmed for an ELA class that specifically meets the needs of English Learners. NL instruction is not explicitly provided; however, supports such as bilingual glossaries, dictionaries, and exams are utilized. All self-contained ESL classes are scheduled as mandated, and by definition these classes guarantee that students' content area needs are met.

3. Both the ESL teacher and content area teachers use a range of instructional methods to ensure that comprehension of content is achieved

coupled with English language enrichment. These include, among others, scaffolding of lessons, use of visual aids, infusing art and theatre into the curriculum, drawing upon students personal interests and backgrounds, independent reading, Read 180 software, journaling,

vocabulary development, read-alouds, think alouds, and direct literacy strategy instruction. Although all instruction (with the exception of

FL instruction) is delivered in English, NL supports are provided and encouraged.

4. All students who are ELLs are given the opportunity to complete NYS Regents Exams (with the exception of ELA) in their native languages.

These exams are graded by a faculty member who is fluent in that language.

5. a. Educational interventions are written and implemented for all SIFE at BSMT based on the consistent communication between content area teachers, guidance counselors, and the ESL teacher in regards to the students' ongoing academic development. The students' strengths are drawn upon in planning curriculum and designing differentiated means of assessment in the students' classes so that the students are able to experience and exhibit significant amounts of success throughout their academic careers. In addition, these students are given the resources of extra tutoring during and after school.

A. Programming and Scheduling Information

b. Newcomers participate in our Read 180 program at BSMT. In that class, the teacher models reading strategies for 10 minutes at the beginning of each reading session. The students have to practice these reading strategies individually or in pairs to improve their reading comprehension skills. A library consisting of several genres for intermediates, and advanced students is easily accessible in the classroom. Students read these books in class and they take them home to read and complete story maps. Students also improve their writing skills by writing memoirs, science fiction, and realistic fiction pieces. Again, the teacher models for the students before they are asked to write. Whenever possible, art and music are included in the ESL curriculum. Many class activities and assignments are modeled after the ELA Regents tasks at the intermediate and advanced levels of ESL; however, the tasks are scaffolded in a way that allows for students to build both linguistic and academic proficiency simultaneously.

c. In addition to using the Read 180, our two students are tracked academically by both the ESL and content area teachers in order to determine the student's overall achievement. In addition, both the student's ESL and ELA teachers identify the student's weakest linguistic modality--reading, writing, speaking or listening--via the NYSESLAT results and additional formal and informal class assessments. Once the area in need of development is identified, the teachers differentiate lessons and activities to specifically target that student's weakness.

d. Programs have been created to help long-term ELLs achieve academic success. After-school classes are offered for the content area courses, such as history, English, and science. Students are informed in writing and orally about these important programs that will prepare them for Regents exams which are on Saturdays.

6. Both the ESL and content area teachers implement a variety of instructional strategies, resources and programs designed for this particular group of students. Within every lesson, delivery of instruction and the student product for assessment are differentiated as appropriate using visual aids, computer programs (such as Read 180), modeling, and student choice.

7. ELL-SWDs will receive a paraprofessional who will provide assistance if they are eligible. Scaffolding techniques are used to help them achieve academic excellence. Lessons that target their strengths as well as their weaknesses are utilized to help them become proficient in English. They are included in all aspects of our school as well as in our ESL classes.

Courses Taught in Languages Other than English

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

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

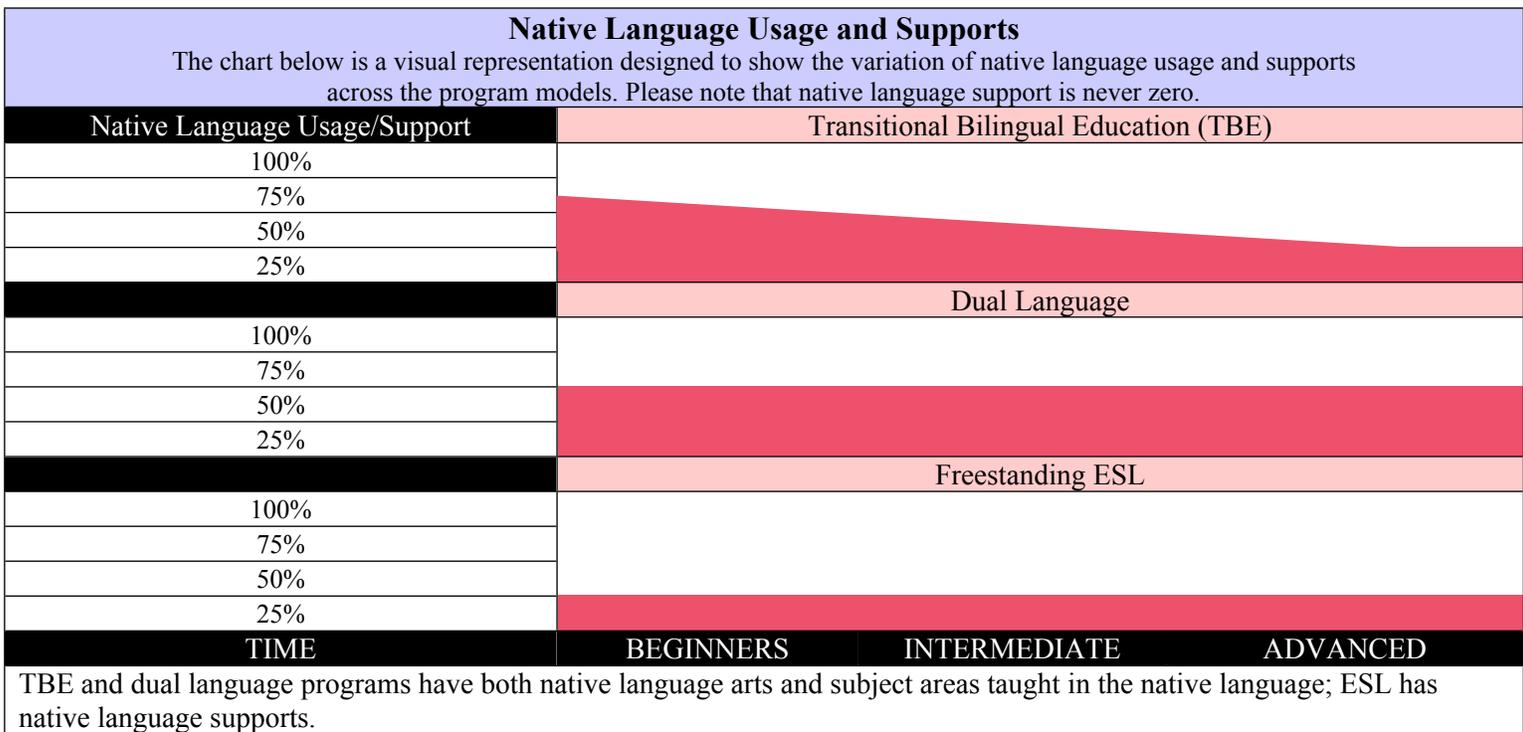
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

	Beginning	Intermediate	Advanced
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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



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?

8. We offer after school tutoring to all ELLs. Students also have access to peer tutors throughout the day to aid in their acquisition of the necessary skills and language to be able to thrive in various content areas. Likewise, ESL students are given continual access to resource materials, as well as pertinent data on their progress so as to self monitor and self-motivate.
9. Students who have passed the NYSESLAT will continue to receive support in their academic classes. Tutoring services are available after school; all teachers who instruct in these programs are certified in their academic fields. Saturday prep courses are available at different times of the year to prepare them for the standardized exams given in June and January. In addition, students who have achieved proficiency on the NYSESLAT are included in all our college programs through CUNY and college counselor.
10. There are currently no new programs being considered for the upcoming school year.
11. No programs or services for ELLs will be discontinued this year.
12. All students are offered and afforded access to all available programs (including clubs, sporting teams, leadership committee, after school class and regents prep, etc.) at BSMT. The Social Studies teacher assists in the responsibility of communicating the activities and programs available at the school via an information board posted in the hallway where students receive late passes each day.
13. We use a variety of materials to support the learning of ELLs. We have a leveled library consisting of the following genres: informational, realistic fiction, biography, autobiography and memoir, poetry, traditional literature, historical fiction, and careers. We also have audio-books that are used during reading workshop. Whenever possible, art, music and video are added to enrich reading and writing workshops. Books that come with software are also available for student use. We use overhead projectors and power point presentations to facilitate ELL's learning. Students view short films from other cultures to increase their multicultural background knowledge. Likewise, SmartBoard technology is used across the curriculum.
14. Native language support is delivered in the classrooms through the strongly encouraged use of bilingual dictionaries and supplemental materials when necessary.
15. All required services, support and resources used are appropriate for high school students, from beginner to advanced levels of English language proficiency.
16. Prior to the beginning of the school year, the ESL teacher contacts incoming ELLs and their parents/guardians, if the contact information is available.
17. The language electives offered to all students, including ELLs, are French, Haiten-Creole and Spanish.

T

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.

1. The professional development programs are based on the belief that all teachers are teachers of language arts and that English as a Second Language is a natural extension of ELA. All teachers who teach ELLs attend several professional development workshops in differentiated instruction throughout the course of the year.

2. All 9th grade teachers receive professional development at the beginning of the year on aiding incoming students from middle school with the transition process to high school. This is particularly important and effective for working with ELLs, as it suggests that more scaffolding, repetition, and modeling may be required for these students as they become acclimated to the high school environment.

3. All teachers who teach ELLs are trained in the Balanced Literacy workshop model. They teach the students reading and writing strategies in every lesson. Subject area teachers are introduced to textbooks that are at the reading levels of ELLs. Teachers learn effective methods of teaching ELLs new vocabulary words. Teachers of social studies work cooperatively to create an interdisciplinary curriculum for ELLs. Thus, the reading and writing strategies that students are learning in history, and English classes are reinforced. Science and math teachers also work cooperatively to create an interdisciplinary curriculum. In addition, teachers learn about the students' cultures at professional development workshops. This knowledge is used by teachers to better communicate with newcomers, as well as to help students adapt to American culture.

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?

1. Parents/guardians of all students are invited to attend the monthly PTA meetings. In addition to letters home, a phone messenger system is used to inform the parents of all students including ESL of upcoming meetings. Ms. Rubin (fluent in Spanish) and Mr. Charles (fluent in Haitian Creole) assist in parent communication both prior to and during the parent meetings. All informative handouts for parents are available in English, Spanish, French, Haitian Creole, Bengali, Russian and Arabic. At the meetings, parents are informed about their children's workload, academic goals, and progress, as well as how they can assist the children in meeting their goals and/or in making the adjustment to an English speaking environment as easy as possible.

2. Information for adult education classes is on hand at PTA meetings and at the initial parent orientation for new ELLs for parents who are interested in pursuing their own education, particularly English and technology classes.

3. The needs of the parent are often communicated within the context of PTA meetings or parent orientations. However, the guidance counselor (with the assistance of bilingual personnel) does extend an open line of communication to all parents through initial contact at the beginning of the year.

4. At the meetings, parents are informed about their children's workload, academic goals, and progress, as well as how they can assist the children in meeting their goals and/or in making the adjustment to an English speaking environment as easy as possible.

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
Intermediate(I)										1		1		2
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	1	0	1	0	2

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										1		1	
	P													
READING/ WRITING	B													
	I										1		1	
	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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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				
Integrated Algebra	1		1	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	1		0	
Physics				
Global History and Geography	1		0	
US History and Government				
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)									

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
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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

- N/A.
- The number of students tested at our school (2 each year) does not constitute a large enough sample to generate any other meaningful conclusions.
- Patterns across NYSESLAT modalities are analyzed by the testing team and then communicated to the content area teachers in the form of an Individual Improvement Plan for each student. The plan identifies the child's weakest modality(ies) and offers suggestions as to how this particular modality can be emphasized in each of the content areas.
- Regents data suggests that students of lower English proficiency have greater success in passing Math Regents (i.e. Algebra) than they do of passing more written text heavy exams, such as Global History, Living Environment and English.
 - N/A.
 - N/A.
- N/A.
- The ELL students are evaluated on an ongoing basis through both formal and informal means of assessment. Formally, teachers and administration examine NYSESLAT results regarding both movement up levels and passing. In addition, Regents Exam scores are considered, when evaluating the success of our ESL program. Informally, content area teachers and administration communicate regularly through student inquiry meetings in which the progress of target populations, such as ELLs, is tracked.

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

School Name: <u>Brooklyn School for Music & Th</u>		School DBN: <u>548</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Pamela Randazzo Dorecely	Principal		12/1/11
Jennifer Gagnon	Assistant Principal		12/1/11
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	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

Requirement under Chancellor's Regulations – for all schools

DBN: 17K548 **School Name:** Brooklyn School for Music & Theatre

Cluster: _____ **Network:** New Visions

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.

To assess our written translation and oral interpretation needs we review the documents students bring into enrollment. For example - birth certificates, transcripts, health records, court documents etc. If needed school staff fluent in the language will assist in translating the transcripts where the amount of credits and subject area. If we are unclear or need assistance the documents are faxed to approved NYCDOE Translation and Interpretation Unit for processing.

We also utilize spoken translation for non-English speaking adults and students. Many of the parents and students arriving from non-English speaking countries speak only their native language. Upon entering the school the guidance counselor identifies the language spoken by the family and enrolls the help of a translator. At present we have native speakers of Haitian-Creole, French, and Spanish.

Another important aspect of our translation needs is the fact that we do not have a bilingual program (not enough students in any grade level).

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

We have some students whose parents may be uncomfortable communicating in English. We determine this through our interactions at the first meetings (orientation) or parent meetings. Their home languages are most often Spanish. Based on the current need, staff members and parents have been contacted prior to the beginning of the school year to volunteer as oral interpreters when needed. Usually, the translated materials provided by the Department of Education cover our need for written materials; however, should an unanticipated need arise, parents and staff members are again contacted to volunteer their services as writing translators to non-native English speakers.

Part B: Strategies and Activities

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

The materials provided by the Department of Education for vital information are most often sufficient tools in meeting the needs of non-native English speaking students and parents at Brooklyn School for Music & Theatre. Based on the data that informs us of our population's needs, the appropriate documents are prepared prior to the beginning of the school year and are kept on file. In addition, in-house staff members and volunteers have been identified as translators in Haitian Creole, French, Spanish. In the rare case that an in-house staff member or volunteer cannot meet the student and parent needs, an outside vendor is requested

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.

At all times staff members (school aides, paraprofessionals, teachers, guidance counselors) are available to translate for parents/guardians visiting the school or bringing children to be registered. In emergency cases (accidents, safety violations, family emergencies) the same staff is asked to assist. In extreme situations (after regular school hours) other students may be used to translate or calls are made to homes of appropriate staff member interpreters who translate over the phone. The school provides each parent whose primary language is a covered language and who requires language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered language, and instructions on how to obtain such services. Further, our school has posted in the Main Office a sign in each of the covered languages indicating that a copy of such notification can be obtained in room 122 with the pupil personnel secretary.

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

The administration and office staff provide each parent whose primary language is a covered language and who requires language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered language, and instructions on how to obtain such services. Further, the school has posted in the main office a sign in each of the covered languages indicating that a copy of such notification can be obtained in room 122 with the pupil personnel secretary.