



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE BROOKLYN HIGH SCHOOL OF THE ARTS

15K656

PRINCIPAL: MARGARET LACEY BERMAN

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SUPERINTENDENT: **TAMIKA MATHESON**

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 or Designee	
Kevin Hyde	*UFT Chapter Leader or Designee	
Mrs. James	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Aisha Vaughn	Member/Teacher	
Ingrid Breanu	Member/Parent	
Ivy Castro	Member/Parent	
Devin Dressman	Member/Student	
Omar Francis	Member/Student	
Judy Valentine	Member/Student	
Jessica Queliz	Member/Student	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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 2013 we will expand our current AVID program to include the 12th grade we also expect the students in the AVID program to achieve 85% or better on all of their Regent exams.

Comprehensive needs assessment

Based on the work by our Inquiry Team, and input from our SLT and PTA;

- *We need to address our “middle of the road” students. The students, who frequently score between 65 and 79, need support, encouragement and help with Executive function skills. These students need to be in an environment that promotes and motivates college attendance.*

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) **We will be using the AVID program and our staff will attend the AVID summer institute**
 - b) **Administration and Guidance Counselors will also attend the summer institute.**
 - c) **All AVID students will use a binder and Cornell Notes.**
 - d) **All AVID students will have an AVID advisory with College tutors (Hunter College) 2 to 3 times a week.**
 - e) **All AVID content classes will be using the AVID essentials in their instructional strategies.**

Strategies to increase parental involvement

- We will have AVID parent meetings bi-monthly.
- When a student is on probation parents will be invited to school to discuss the student’s academic situation.
- Parents will be invited to attend College trips with their child.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) X Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Teacher per session funds.

Service and program coordination

- We will target the funds in our school budget, to enable key staff to be trained on AVID methods. Making certain that students who may qualify services via STH, or any Federal Program needs are met. We would set-aside funding to make certain these students had the supplies and resources to engage effectively in all aspect of the AVID program.

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 2013 100% of the students will have a significant increase in information and operations concerning College and Career readiness.**

Comprehensive needs assessment

As a result of our Inquiry team process using the “Where are they now” report. As well as information from our SLT and PTA;

- ***It is never too early to begin to think about College and Career Readiness. Students beginning in 9th grade will work with the full-time College and Career Advisor to begin their search and preparation for the future.***

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) **We have hired a full time College and Career Advisor.**
 - b) **We are continuing to purchase and use the web-based tool Naviance.**
 - c) **The College and Career Advisor will conduct classroom guidance lessons as well as individual one to one sessions on College and Career Issues with our students.**

Strategies to increase parental involvement

- The College and Career Advisor will send out weekly email to all parents on Monday with college and career information.
- Parents will be invited to attend information sessions, in the evening, Saturday and during the school day to learn how to use our Naviance web-based tool.
- Informational sessions will be held for parents in the evenings, Saturday and during the school day on College application process and FAFSA.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) x Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- We will be using budget money to hire a full time College and Career Advisor. This staff member will work with our existing Guidance Counselors to increase and enhance our services to our students and their families. This coordination of effort will enable us to better serve our population. We will also coordinate the support staff, to enable the new College and Career Advisor to have all the fiscal information from lunch forms and STH reports so that students who are entitled to fee waivers receive them. Students who need other types of assistance will not be overlooked, we will coordinate as to provide as many wrap around services as possible.

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 the end of September 2012, in accordance with the 2012-2013 Design-your-own Periodic Assessment expectations, 100% of the student body (AP, Special Education, AVID, general education, etc.) Will have taken a unified baseline assessment in ELA, Math, History, and Science that has been fleshed out by our in-house Common Core Fellow and Assistant Principals. The unified Baseline Assessment for Humanities is Common Core aligned and focuses on the skill required to create a coherent argumentative essay utilizing nonfiction pieces.**

- **The Baseline Assessment for Math and Science is Common Core Aligned and focuses on the skills required to use reasoning, planning, using evidence, and requiring students to explain their thinking.**

Comprehensive needs assessment

- *As we move toward full compliance with the Common Core, we need to know where our students skill sets are at present, then we have the information to personalize the learning process. We can then effectively align our curriculum so that we can effectively prepare our students to be College and Career ready.*

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) **Teachers will assemble into content-level during common planning time that was strategically programmed into the master schedule. Teachers will engage in an inquiry cycle appropriately called the “Collaborative Analysis of Student Learning” (CASL) and will also weave in professional literature from Nancy Love’s “Using Data to Improve Learning for all: A Collaborative Inquiry Approach.” In addition to the implementation of a unified Baseline Assessment as well as a unified midterm periodic assessment and end of the year unified periodic assessment, interim assessments through the implementation of Common Core aligned tasks and units will be utilized to garner student data to drive instruction.**

Strategies to increase parental involvement

- Parents will receive Progress Report from the content based teachers. We will keep in contact with the parents using email and our phone master to alert the parents during testing periods so that they are aware in any change of instruction.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) x Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Teacher per session

Service and program coordination

- We will use our budget to coordinate the common planning time that is necessary to develop the Base line assessments as well as calibrate the rubrics and mark the assessments. Once we have results we will target resources for students who need extra help. This may take the form of additional daily class time or after school tutorials. Per Session monies will be set aside to enable staff to provide after school as well as Saturday tutoring experiences. Hours will also be made available for staff to meet with parent at PTA meetings and afterschool events. We will use all funding that is available to us including and not limited to STH funds as well as grants.

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

- We will have a 50% increase in the amount of students who successfully complete AP classes and take AP exams.

Comprehensive needs assessment

Our Inquiry team process using data from our Progress Report, the “Where are they Now” report, and input from our SLT and PTA;

- *We are aware of the need to increase academic rigor for our students. Students that participate in College Level work in High School do much better when they reach College.*

Instructional strategies/activities

- a) AP Teachers and select Administrators attended the College Board Training for Advanced Placement July 2012
- b) Teachers will have common planning time to assess curriculum implementation.
- c) Monthly support from New Tech Network’s Senior Instructional Coach to provide one-to-one support to AP teachers implementing PBL in AP classes
- d) Mock AP exams will be given at various intervals during the school year.
- e) Guidance Staff and AP’s will work with students and their families if students begin to feel overwhelmed and request to be removed from the AP program

Strategies to increase parental involvement

- Parents will be invited to bi-monthly Parent meetings to develop a deeper understanding of the AP exams and the needs of their children.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) XNon-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Teacher per session.

Service and program coordination

- Budget money will be used to facilitate the trainings with the College Board for our staff. NYSTL and OTPS money will be used to take AP level texts as well as supplementary reading materials. Since many of our AP classes are double period classes this will be reflected in our budget. Per Session money will be used to offer after school and Saturday tutoring sessions for students as well as informational sessions for the parents.

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

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	AVID elective class. Writing and skill building class	Double period of instruction. Some small group tutoring within the double period and also one to one instruction with Hunter College tutors.	During the school day, after school and some Saturday classes.
Mathematics	CMSP, peer tutoring, Regents prep.	Double period of instruction. Some small group, one to one instruction Regents prep and problem solving strategies.	During the school day, after school and some Saturday classes.
Science	IZONE classes, extra time in tutoring. Lab, make up component.	Small group, one to one instruction, students have the opportunity to use technology to facilitate their learning.	During school, after school and some Saturday classes.
Social Studies	AVID elective, IZONE/ILEARN classes, Regents prep.	Small group instruction, students have the opportunity to use technology to facilitate their learning. One to one instruction with Hunter College tutors.	During school, after school and some Saturday classes.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Programs on Executive functioning skills, College and Career readiness and Academic Management workshops.	Guidance lessons in classrooms, Special group meetings as well as small group and one to one counseling sessions.	During school, after school, evening meetings and some Saturday experiences.

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

We work close with the New Teacher Pool, to have access to new teacher candidates that the department has pre-screened for our hiring. We also work with local Universities for talented newly graduated teaching candidates. We also work with the New York City Teaching Fellows Program.

We to date do not have teachers who are not working in their license area. We assign all new and struggling teachers a mentor to work with them. We have teachers use Common Planning time and also intervisitation to work on their practice and have a support system.

We host many PD opportunities in our school building to make attending the session easier for our staff.

We work closely with our Network and our Cluster to offer our staff regular, extensive Professional Development opportunities during the academic school year as well as during the summer.

We make funding available to send staff, teachers as well as administration to Professional Conferences, like AP,AVID, New Tech Network, College Board, and the Common Core Fellows.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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.

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 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 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	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

- 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.



100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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
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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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?
 - 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.

Paste responses We use ELA placement test for our incoming list notice students and the NYSESLAT to understand students' level of proficiency in English. The information was then provided to all subject teachers to be incorporated in their Differentiated Instruction. The test result of our current ELL in NYSESLAT: 9th grade Intermediate level.

This ELL student has not passed English Regents. Therefore, instruction in both ELA and ESL classes will focus on helping students prepare for the English Regents, in addition to enhance student's competency in Listening, Speaking, Reading and Writing. e to questions 1-6 here

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)
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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.