



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: BROOKLYN THEATRE ARTS HIGH SCHOOL

DBN (i.e. 01M001): 18K567

Principal: DAVID WARD

Principal Email: DWARD5@SCHOOLS.NYC.GOV

Superintendent: AIMEE HOROWITZ

Network Leader: NATHAN DUDLEY

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

| Indicate using an "X" in the box to the left of each section that the section has been completed | |
|--|--|
| X | School Leadership Team Signature Page |
| | Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements) |
| | ▪ Annual Goal |
| X | ▪ Comprehensive Needs Assessment |
| | ▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal |
| | ▪ Budget & Resource Alignment section (indicating all funding sources) |
| X | Academic Intervention Services (AIS) |
| X | Title I Plan (Only for schools receiving Title I funding) |
| X | Parent Involvement Policy (PIP) |

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, 70% of the BTA Class of 2014 will graduate with a Regents Diploma as measured by the 2013-2014 NYC Progress Report.

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.

Last year's four-year graduation rate was 62%, and after reviewing this year's Senior cohort's standing as far as credit accumulation, Regents pass rate, and attendance, we believe that 70% is a lofty yet feasible goal.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Strategic programming of our strongest teachers for Regents preparation courses.
2. Creation of Grade Teams that meet twice a week to monitor student progress.
3. Targeted Credit Recovery for Students who need to make up courses

B. Key personnel and other resources used to implement each strategy/activity

1. Efraim Salzberg—Global Studies teacher; Andrea Fullwood, ELA teacher; Michael Frasca, Integrated Algebra teacher
2. Guidance/College Counselor Kristopher Ebanks, 12th Grade Team Leader
3. Kris Ebanks leading the Credit Recovery Program, one teacher from each core discipline facilitating Credit Recovery courses

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Weekly Exit Tickets, Bi-Weekly Progress Reports, Quarterly Interim Assessments, Scholarship Report Reviews
2. Bi-Weekly Progress Reports, Looking at Student Work Protocols on a Daily Basis, Quarterly Scholarship Report Reviews and Interim Assessment Results Review
3. Individual Transcript Review, Weekly updates on student progress from online programs through which students work on culminating portions of course

D. Timeline for implementation and completion including start and end dates

1. Beginning of Semester, End of First Quarter November 9th, End of First Semester January 31st
2. Beginning of Semester, Inquiry Grade Team Meetings every Tuesday during 7th period, Kid Talk Grade Team Meetings every Friday during 7th period, End of First Quarter November 9th, End of First Semester January 31st, Weekly Grade Team Leaders meeting with Principal every Monday during 7th Period
3. November 12th start date, running through the end of First Semester, students must attend 22 of 25 two-hour afternoon sessions to earn credit

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Regents review workbooks for each student, mobile laptop cart, consistent professional development from consultants and Network Instructional Coach
2. Changed school schedule from last year so that all students have lunch the same period (7th) each day, enabling Teacher Teams to meet
3. Laptop Carts, Per Session funds for teachers after-school efforts, investment in online resources to facilitate students' completing necessary coursework

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).

Parent Coordinator organizing financial aid / college access workshops; partnership with College Confident, who meets individually with students and parents to discuss best options for college acceptance and facilitates the entire application, FAFSA, etc. process

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| | | | | | | | | | | | |
|----------|-----------------|----------|-----------------|--|------------------|--|------------------|----------|------------------|--|---------------|
| X | Tax Levy | X | Title IA | | Title IIA | | Title III | X | Set Aside | | Grants |
|----------|-----------------|----------|-----------------|--|------------------|--|------------------|----------|------------------|--|---------------|

List any additional fund sources your school is using to support the instructional goal below.

Our rising senior cohort is in better shape than 2013's was when I arrived last August, so the resources and budget we have in place for Grade Team/Kid Talk work, before/after-school tutoring, credit recovery, Saturday Academy Regents prep, etc. should be sufficient next year. We are also offering our first two AP Courses here at BTA (Biology and English), which are being fully funded by the DOE AP Expansion initiative, and we have partnered with CUNY at Home to offer CUNY Math and CUNY

ELA courses, both of which are also funded through CUNY as part of our partnership with them. MacBook Cart for the College Office for students to take care of business and stay on track.

pecific funding sources: \$35K of Per Session from TL Fair Student Funding, \$15K of Title I SWP for year-long contract with College Confident, \$15 of TL Fair Student Funding to complete MacBook Cart

Goal and Action Plan #2

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

Annual Goal #2

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

By the end of June 2014, 80% of students in grades 9-12 will earn at least 10 credits as measured by the school Scholarship Report. In addition, 65% of the Lowest Third in all four cohorts will earn 10 credits or more. We will monitor student progress to ensure 9th graders are on track to pass at least 1 or 2 Regents, 10th graders will pass 3 Regents, and 11th graders will pass all 5 Regents exams.

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.

Our credit accumulation numbers dropped precipitously from 2011-2012 to 2012-2013, specifically for 10th and 11th graders and for students in our Lowest Third in 10th and 11th Grade. Our Progress Report numbers improved in every category except for this one. Thus, it's our top school-wide priority for 2013-2014.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Creation of Grade Teams this year for Scholarship Report Review, Kid Talk, Inquiry, etc. to help hold students accountable.
2. Creation of Department Teams this year to review curriculum scope and sequence, formalize instructional practices and make them more consistent, discuss grading policies, etc.
3. Creation of staff-wide BTA Best Practices for Supporting Students' Earning Credits, as well as more consistent instructional practices across the board.

B. Key personnel and other resources used to implement each strategy/activity

Four Grade Team Leaders, including Guidance Counselors, at least 4 teachers assigned C6 responsibilities to Grade Teams
Five Department Chairs to facilitate effective department meetings and to meet weekly with Principal for action planning
The new Advance system, the Danielson rubric, Principal as Instructional Leader, co-observations with AP to develop his capacity, Advance and Network Coaches

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. First Quarter Scholarship Reports in comparison to 2012-2013 numbers, Quarterly Interim Assessment, Bi-Weekly Progress Reports
2. Same as 1.
3. Same as 1. And 2.

D. Timeline for implementation and completion including start and end dates

1. Beginning of School Year, End of First Quarter November 9th (coinciding with Interim Assessment #1), Midterms during January Regents Week (coinciding with end of 2nd Quarter/First Semester), Mock Regents the week before Spring Break in April (coinciding with the end of 3rd Quarter, June Common Core Exams / Regents
2. Same as 1.
3. Began with pre-school Professional Development, each teacher receives an observation at least once a month, Scholarship Report Reviews quarterly

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Weekly Grade Team Leader meetings with Ward, funds for food for students for Kid Talk Lunches, when struggling students meet with their teacher mentors
2. Weekly Department Chair meetings with Principal, funds utilized to compensate Department Chairs and Grade Team Leaders for their efforts, Network Instructional Coach visits weekly and provides guidance/best practices for Grade and Department Teams
3. Twice Monthly Professional Development, once monthly administrator observations with targeted, actionable feedback, weekly visits from Network Instructional Coach, outside professional development sessions

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).

Bi-Weekly Progress Reports accessed via Jupiter Grades, for which parents have accounts so they can monitor their child's progress and achievement. Further, Kid Talk meetings with Parents and Students together, regular parent outreach by teachers, support staff (Guidance, Social Worker, Deans), daily Attendance phone calls for students who are absent or tardy, Parent Coordinator organizes workshops focusing on topics such as gang awareness, community-building activities such as Holiday potluck dinner for students, staff, and all BTA Families.

Budget and Resource Alignment

| | | | | | | | | | | |
|---|-----------------|----------|-----------------|--|------------------|--|------------------|----------|------------------|---------------|
| Indicate using an "X" the fund source(s) that your school is using to support the instructional goal. | | | | | | | | | | |
| x | Tax Levy | x | Title IA | | Title IIA | | Title III | x | Set Aside | Grants |
| List any additional fund sources your school is using to support the instructional goal below. | | | | | | | | | | |
| We have set aside more TL Fair Student funds for credit recovery so that we can run programs in the fall, as well as additional funds for Saturday Academy Regents Prep. Further, we will have more consistent professional development throughout the year, both whole-staff and discipline/grade-specific to improve instruction, and I will be meeting with every teacher individually to discuss scholarship reports, supports that they are providing students, and parent outreach. I have also purchased 12 more MacBook Airs so that we finally have a fully functioning laptop cart that teachers can check out on a period-by-period basis. | | | | | | | | | | |
| Specific funding sources: \$35K of Per Session from TL Fair Student Funding, \$11K Highly Qualified from Title I SWP for Kim Marshall visit, Allen Mendler Visit, and year-long consultancy with Creative Classroom Solutions, \$15K of TL Fair Student Funding to Complete MacBook Cart. | | | | | | | | | | |

Goal and Action Plan #3

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

Annual Goal #3

| |
|---|
| Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. |
| By June 2014, all classroom teachers will have implemented a total of (2) Common Core-aligned units, one per semester, including culminating assessments as evidenced by 75% (enter a feasible number here) of students earning a 3 or higher on correlating common rubrics. We aim to reach this goal by allowing discipline and grade teams to engage in 1) regular planning and peer review of units and assessments 2) analyzing students' performance on assessments and modifying instruction and future units accordingly. |

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. |
| Because I was the third Principal in three years here at BTA, last year Common Core implementation was not as prioritized as improving school culture and building relationships and trust with students and staff. This year, our culture and community is much, much stronger, thus we can now focus on the important work of implementing Common Core in all grades in all four core disciplines and the Arts. |

Instructional Strategies/Activities

| |
|--|
| Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. |
| A. Strategies/activities that encompass the needs of identified subgroups |
| <ol style="list-style-type: none"> 1. Creation of Department Teams to meet on a weekly basis for development of Common Core aligned lessons and assessments as a group. 2. Network Instructional Coach and Network-led Professional Development for stronger implementation of CCLS across the board in BTA classrooms 3. Partnership with Educational Consultants, Creative Classroom Solutions, to help implement CCLS across the board in BTA classrooms. |
| B. Key personnel and other resources used to implement each strategy/activity |
| <ol style="list-style-type: none"> 1. Five Department Chairs, department members meet weekly as part of their C6 professional assignment 2. Melissa Gurney, Network Instructional Coach, visits every Thursday; Network Inter-Visitations at other schools that our Instructional Leads attend 3. Nicole and Izzy Galante, Educational Consultants, on a year-long contract with BTA to provide PD and targeted support for CCLS implementation |
| C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity |
| <ol style="list-style-type: none"> 1. Weekly Check-Ins, Rotating Creation and Feedback Sessions among department members, weekly analysis of student work, quarterly analysis of IA results 2. Same as 1. 3. Same as 1. |
| D. Timeline for implementation and completion including start and end dates |
| <ol style="list-style-type: none"> 1. Beginning of school year, Department Meetings every Thursday, Scholarship Report and Interim Assessment Result review every Quarter 2. Weekly check-ins between Ms. Gurney and teachers and between Instructional Coach and Principal, starting at the beginning of the year. Monthly intervisitations. 3. Nicole and Izzy led a whole-staff PD session to kick off the year, and also helped with our Quality Review on Election Day. They will lead another whole-staff session on Chancellor's Day in January and June. In addition, they spend two days a month here visiting classes, meeting and planning with teachers, debriefing with Ward |
| E. Describe programmatic details and resources that will be used to support each instructional strategy/activity |
| <ol style="list-style-type: none"> 1. Changed school schedule so that all students have lunch the same period (7th), enabling teacher teams to meet on a daily basis. Utilizing funds to compensate Chairs |

- Funds set aside to compensate staff members and Sub Central to cover classes when teachers attend outside PD sessions and intervisitations
- Use of Educational Consultant and Highly Qualified funds to compensate Galantes for their annual contract, purchase of teacher support resources based on recs

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).

Workshops about the Common Core and how it will affect our students, monthly newsletters to keep parents abreast of happenings at school, bi-weekly Progress Reports

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| x | Tax Levy | x | Title IA | Title IIA | Title III | x | Set Aside | Grants |
|---|----------|---|----------|-----------|-----------|---|-----------|--------|
|---|----------|---|----------|-----------|-----------|---|-----------|--------|

List any additional fund sources your school is using to support the instructional goal below.

We should not have to set aside too much further funding for this. The Network will provide PD (and per session for summer CCLS work, supported by the Petrie Grant), and we are reorganizing C6 Grade Team schedules to include time for CCLS PD and work time to ensure that all staff are on track to meet this goal. Further, we have been assigned a terrific Network Instructional Coach that will be here every Thursday to meet with individual teachers to provide feedback on their instruction and with department teams to facilitate creation and analysis of interim assessments, CCLS-aligned assessments, and CCLS unit plans.

Specific funding sources: \$35K of Per Session from TL Fair Student Funding, \$11K Highly Qualified from Title I SWP for year-long consultancy with Creative Classroom Solutions, \$34K of TL Children First Network funding

Goal and Action Plan #4

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

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

By June 2014, 75% of teachers will demonstrate Effective ratings in components 3b (Using Questioning and Discussion) and 3c (Engaging Students in Learning) as measured by *The Danielson Framework for Teaching*. We will achieve this goal by fully engaging all teachers in the new Teacher Evaluation System, including initial conversations, MOSL decisions, bi-weekly observations with specific, actionable feedback, classroom inter-visitations, and professional development.

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.

Because our priorities were on improving school culture last year, we did not implement Danielson as comprehensively as we needed.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- Initial Planning Conferences with all teachers to clarify instructional expectations and set goals for the year.
- Regular observations to provide teachers with actionable, targeted feedback to enhance instruction.
- Twice Monthly Professional Development Sessions, Feedback from Mock Quality Review and QR, outside Professional Development Opportunities

B. Key personnel and other resources used to implement each strategy/activity

- Principal, all teachers, use of planning/prep periods
- Principal, Assistant Principal, Advance Coach, Network Instructional Coach, Creative Classroom Solutions
- Principal leads twice monthly PD sessions for whole staff, Network Leader and attending staff, Superintendent Horowitz

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- Scholarship Reports, monthly check-ins on teacher goals based on observation reports and feedback
- Same as 1.
- Same as 1.

D. Timeline for implementation and completion including start and end dates

- IPCs in September, monthly check-ins during post-observation conferences throughout year to assess teachers' progress and areas for growth
- Same as 1.

3. Same as 1.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Advance Coach to calibrate and develop administrators' Danielson acumen, Network Instructional Coach and Creative Classroom Solutions for support & feedback
 2. Same as 1.
 3. Same as 1.

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).

Workshop organized by Parent Coordinator and Parent Association meetings with regular updates on Danielson, the new Teacher Evaluation System, and the effects on students' progress and achievement here at BTA.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| x | Tax Levy | x | Title IA | Title IIA | Title III | x | Set Aside | Grants |
|---|----------|---|----------|-----------|-----------|---|-----------|--------|
|---|----------|---|----------|-----------|-----------|---|-----------|--------|

List any additional fund sources your school is using to support the instructional goal below.

Danielson and New Teacher Evaluation System PD will be a part of our C6 Grade Team weekly meetings, and as I note above, I hope to hire a Lead Teacher(s) and/or Instructional Coach to lead these PD meetings. Creative Classroom Solutions will also focus on Danielson. Title I SWP Funds will be used to fund this Professional Development work to serve our highest-needs students' needs.

Specific funding sources: \$11K Highly Qualified from Title I SWP for year-long consultancy with Creative Classroom Solutions, \$34K of TL Children First Network funding

Goal and Action Plan #5

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.

On our 2013-2014 School Learning Environment Survey, we will increase our overall Engagement score from 6.9 to 7.5 and our overall Safety & Respect score from 6.8 to 7.5. Our main vehicles to achieve this goal are to provide targeted social/emotional support to our highest needs students, to offer robust and varied extracurricular opportunities to all BTA students, and to provide mediation guidance to reduce conflicts as we continue to build strong, meaningful personal relationships with students and with each other.

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.

A strong school culture is the foundation for an outstanding educational institution. We made great strides on our Learning Environment Survey and Progress Report in terms of Culture, which was our top priority and focused goal last year. But there is always room for improvement, and we need to continue to provide our students with more substantive, meaningful opportunities and support activities to engage them in the life of the school and help them find their respective identities as young people.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Elizabeth Traina, Culture Coordinator, at BTA two days a week (Tuesdays and Wednesdays)
2. Partnership with Vital Theatre, lead Educational Partner
3. Partnerships with Brooklyn Community Artists, who offer myriad after school programs

B. Key personnel and other resources used to implement each strategy/activity

1. Ms. Traina, funds for mural projects, materials for yoga and other after school programs she facilitates, food for student group gatherings
2. Linda Key, Educational Director, at BTA twice a week; Leah McVeigh, Technical Theatre Coordinator, at school three times a week, two full-time Theatre Arts teachers and one ELA teacher who is dually certified in the Arts, teaching artists who push-in to classes for arts integration lessons
3. Chad Harper and Johwell Baptiste—Hip Hop Saves Lives and Kids Helping Kids, Riley Ridley—Sculpture, Konstance Patton—Woodworking

| |
|---|
| C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity |
| <ol style="list-style-type: none"> Attendance numbers, discipline referrals and OORS reports, Scholarship Reports, Honor Roll members Same as 1., as well as participation in Vital Internships, enrollment in Theatre Arts and Tech Theatre Classes, membership in Glee Club and August Wilson Monologue Competition Same as 1., as well as participation numbers in each after school activity |
| D. Timeline for implementation and completion including start and end dates |
| <ol style="list-style-type: none"> Rolled out her program in the beginning of the year, including Grade-Level Community Meetings and individual check-ins w/ Grade Teams and Support Staff; ongoing Fall Play, It's A Wonderful Life, November 22nd, August Wilson Monologue Competition in December and January, Spring Musical May 8th and 9th, ongoing arts integration classes and Glee Club on Friday afternoons Rolled out our after school programs the second Friday of the school year and have been cooking since then! |
| E. Describe programmatic details and resources that will be used to support each instructional strategy/activity |
| <ol style="list-style-type: none"> Use of the 7th Period Lunch Period for student groups to meet, use of teachers' professional periods to check in with Ms. Traina for support \$30,000 annual contract with Vital for all of the services they provide; \$20,000 in VATEA funds to help with Per Session, resources for productions, etc. Funds utilized to compensate DOE Vendors, General Supplies funds utilized to purchase necessary materials for each after school activity |

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). |
| Elizabeth working directly with the PA President on a weekly basis and attending monthly PA meetings to build the culture of the BTA Parents Association and to be a sounding board for their questions, concerns, and priorities, which are then turn-keyed to administration. Parents invited and attend the fall and spring Vital productions, as well as the annual Talent Show and other community celebration events that we organize and facilitate on a monthly basis. |

Budget and Resource Alignment

| | | | | | | | | | | | |
|---|-----------------|----------|-----------------|--|------------------|--|------------------|----------|------------------|----------|---------------|
| Indicate using an "X" the fund source(s) that your school is using to support the instructional goal. | | | | | | | | | | | |
| x | Tax Levy | x | Title IA | | Title IIA | | Title III | x | Set Aside | x | Grants |
| List any additional fund sources your school is using to support the instructional goal below. | | | | | | | | | | | |
| I have set aside more TL Fair Student funds for 2013-2014 to support the following after school programs: Big Brother/Big Sister, Hip Hop Saves Lives, BTA Yoga Club, Playwriting, Gender Specific Counseling Groups, Studio Art/Mural Painting, Dance Team, etc. All of these programs will become a more comprehensive part of our work together here at BTA, and those individuals who work with the afterschool programs will become more a part of our staff, and we will promote their efforts to staff and students. | | | | | | | | | | | |
| Specific funding sources: \$35K of Per Session from TL Fair Student Funding (paying teachers for Yearbook Club, Dance Team, etc.), \$7K of TL Fair Student Funding for year-long contract with Hip Hop Saves Lives, \$15K of TL Fair Student Funding for Vital Theatre, \$16.5K of Title I SWP for Culture Coordinator. Also, we earned a William T. Grant to fund our new CTE-approved Technical Theatre program. | | | | | | | | | | | |

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

| Type of Academic Intervention Service (AIS) | Type of Program or strategy (e.g. repeated readings, interactive writings, 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 | Annotation, Leveled Reading Libraries, One-On-One Diagnostics for Fluency | ELA Classes, SETTS, 9 th Period and Lunch Tutoring, Advisory Classes | During the school day including lunch, 9 th Period Tutoring (2:55-3:40 p.m.) |
| Mathematics | Online programs to improve foundational skills, use of individual student white boards to monitor student understanding, graphing calculators | Math Classes, SETTS, 9 th Period and Lunch Tutoring, Advisory Classes | During the school day including lunch, before school (9 th Grade Integrated Algebra) and 9 th Period Tutoring |
| Science | Weekly Programmed Lab support for all 9 th Grade Living Environment Students, Self-Sustained Lab Space and mobile Microscope cart for use in science classrooms, focus on use of interpretive charts for enhanced performance on Regents Exams | Science Classes, SETTS, 9 th Period and Lunch Tutoring, Advisory Classes | During the school day including lunch (7 th Period—Small Group Instruction as C6 Professional Assignment), and 9 th Period Tutoring |
| Social Studies | Annotation, Scaffolding and Outlining for Writing Thematic Essays, Use of Primary Documents and Interactive Technology to Enhance Engagement | Social Studies Classes, SETTS, 9 th Period and Lunch Tutoring, Advisory | During the school day including Lunch, and During 9 th Period Tutoring |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Girls Group, Gentlemen’s Group 9 th Grade Success Academy, Kid Talk Mentoring Program, Mandated Counseling, College Counseling, Daily Mediation from Deans of Students, Attendance Team, Community Building Activities to Enhance School Culture | Small Group, One-on-One, SETTS, Advisory, gender-specific and grade-level specific student groups | During the school day including Lunch, in pull-out sessions, after school |

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

| | | | |
|--|----------------------------------|--|---|
| Indicate with an "X" your school's Title I Status. | | | |
| x | School Wide Program (SWP) | | Targeted Assistance (TA) Schools |
| | | | Non-Title I |

All Title I Schools

Highly Qualified Teachers (HQT)

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

I hire great people who have a heart for young people and who are going to work very, very hard, be positive and joyful, and be receptive to feedback. They need to be self-starters and have a real desire to work with the high-needs student population that we serve. We have a Hiring Committee that includes the Assistant Principal, Guidance/College Counselor, and several other staff members that vets candidates before I make the final decision. We provide ongoing and consistently strong PD that starts with my instructional and cultural leadership. I practice what I preach, and students and staff respond in kind.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Network Instructional Coach
Partnership with Creative Classroom Solutions
Network Inter-Visitations
Other PD offered by the Network
Other outside PD
Kim Marshall staff PD
Allen Mendler staff PD
Twice Monthly PD led by Principal

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet **the intent and purpose** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Principal consults with all stakeholders, including parents, staff members, lead educational partners, and students themselves to assess the greatest needs of our school, and then I make strategic resource decisions based on those evaluations.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

At the end of each Quarter of the school year, teachers create and facilitate interim assessments in the four core subjects for all students 9 – 12. Teachers also give students diagnostic assessments at the beginning of every school year to identify focus areas and target high needs. IA #1 occurs the first week of November. Then students take IA #2 / Midterms during January Regents week. IA #3 / Mock Regents occur the second week of April, right before Spring Break. In addition, teachers utilize daily formative assessment in the form of Exit Tickets, individual student white boards, and other best practices for On-the-Spot Assessment. Professional Development has been facilitated using the Danielson Rubric, with a specific focus on 3d, Using Assessment in Instruction. In addition, assessment guru Kim Marshall visited BTA in September and led an all-staff PD.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Brooklyn Theatre Arts H.S. (18K567) Parent Involvement Policy (PIP)

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;

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

| | | |
|--|-------------------------|--------------------------|
| District 18 | Borough Brooklyn | School Number 567 |
| School Name Brooklyn theatre Arts High School | | |

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

| | |
|--|--|
| Principal David Ward | Assistant Principal Patrick Trani |
| Coach type here | Coach type here |
| ESL Teacher N. Florestal-Zizi | Guidance Counselor Kamila Smith |
| Teacher/Subject Area type here | Parent |
| Teacher/Subject Area type here | Parent Coordinator Manuel Fiallo, Jr. |
| Related Service Provider Farah Beaubrun & Jeanne Pradel | Other type here |
| Network Leader(Only if working with the LAP team) type here | 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 currently teaching in the ESL program. | 1 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | 0 | Number of teachers who hold both content area and ESL certification | 1 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 | Number of certified NLA/foreign language teachers | 1 | Number of teachers who hold both a bilingual extension and ESL certification | 0 |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| | | | | | |
|--|------------|----------------------|-----------|---|--------------|
| Total number of students in school (Excluding Pre-K) | 399 | Total number of ELLs | 23 | ELLs as share of total student population (%) | 5.76% |
|--|------------|----------------------|-----------|---|--------------|

Part II: 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 (60%:40% → 50%:50% → 75%:25%) | | | | | | | | | | | | | | 0 |
| Dual Language (50%:50%) | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Push-In | | | | | | | | | | 5 | 8 | 7 | 3 | 23 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 8 | 7 | 3 | 23 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|--------------------------------|---|
| All ELLs | 23 | Newcomers (ELLs receiving service 0-3 years) | 12 | ELL Students with Disabilities | 5 |
| SIFE | 2 | ELLs receiving service 4-6 years | 4 | Long-Term (completed 6+ years) | 7 |

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 SWD. [?](#)

| ELLs by Subgroups | | |
|-------------------|------------------|------------------------------------|
| ELLs (0-3 years) | ELLs (4-6 years) | Long-Term ELLs (completed 6 years) |

| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | Total |
|---------------|-----|------|-----|-----|------|-----|-----|------|-----|-------|
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 12 | 1 | 1 | 4 | 0 | 1 | 7 | 1 | 3 | 23 |
| Total | 12 | 1 | 1 | 4 | 0 | 1 | 7 | 1 | 3 | 23 |

Number of ELLs who have an alternate placement paraprofessional: 1

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 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

*EP=English proficient student

| 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 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 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 |
| SELECT ONE | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | 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 | 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: |
| Native American: ____ | White (Non-Hispanic/Latino): ____ | Other: |

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Spanish | | | | | | | | | | 2 | 2 | 1 | 1 | 6 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | 1 | 4 | 2 | 1 | 8 |
| French | | | | | | | | | | 1 | 1 | 3 | 1 | 6 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | 1 | 1 | 1 | | 3 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 8 | 7 | 3 | 23 |

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|-------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Beginner(B) | | | | | | | | | | 1 | 0 | 0 | 0 | 1 |

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Intermediate(I) | | | | | | | | | | 2 | 3 | 6 | 1 | 12 |
| Advanced (A) | | | | | | | | | | 4 | 0 | 2 | 1 | 7 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 3 | 8 | 2 | 20 |

| 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 (SWD) | | | | | 0 |

| NYS Math | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | | | | | | | | | 0 |
| 4 | | | | | | | | | 0 |
| 5 | | | | | | | | | 0 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | | | | | 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 (SWD) | | | | | | | | | 0 |

| New York State Regents Exam | | | | |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | 3 | | 1 | |
| Integrated Algebra | 15 | | 7 | |
| Geometry | 3 | | 0 | |
| Algebra 2/Trigonometry | 1 | | 0 | |
| Math | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | 8 | | 3 | |
| Physics | | | | |
| Global History and Geography | 4 | | 0 | |
| US History and Government | 12 | | 1 | |
| Other | | | | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Paste response to questions here:
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Paste response to question here:
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Paste response to question here:
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?Paste response to questions here:
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?
Paste response to question here:
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Paste response to question here:

To assess the early literacy skills of our ELLs, we use ongoing assessment to track students' decoding, reading levels, fluency, vocabulary and comprehensions skills.

Our teachers use the ELA balanced literacy program. After analyzing students' results on the NYSESLAT, we realize that students show the most progress in the Listening and Speaking modalities. It is in the Reading and Writing that students show the least progress, causing them to remain at the same level over time. This can be attributed to the fact that social language acquisition happens early in a child's life when they are most receptive to language learning. With this in mind, in order to improve the reading and writing of these students, further academic interventions are put into place within the classroom:

Extra teacher support
Individualized conferring
Small group instruction
9th period program (Extended Day)
Reading/Writing Projects

Further assessments such as found in ARIS are analyzed to target skill-based instruction in the classroom. This discussion focuses on Academic Language learning as well.

The ESL teacher assesses individual student progress in order to plan using ESL methodologies that can be successfully incorporated to deliver differentiated instruction.

We will continue to utilize the data from the NYSESLAT and the ELL Periodic assessments to better address students' weaknesses and to further align instruction to strengthen these deficiencies. The ESL teacher will implement strategies to include text-structure analysis, previewing for prior knowledge, vocabulary introducing and comprehension skills in literacy.

Our Push-in model this year will provide instruction and programs to build collaboration with classroom teachers, professional development for teachers, small group/differentiated instruction and after school programs.

Furthermore, we believe higher student achievement can be fostered by nourishing the mind and body of children through rigorous academic instruction and being open minded to other cultures.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Paste response to question here:
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.
Paste response to question here:
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
Paste response to question here:
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.
Paste response to question here:
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Paste response to question here:
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
Paste response to question here:

During registration in past school years all students with a dominant language other than English were registered by an ESL pedagogue and our ATS secretary, who has been trained in the intake of potential ELLs. To formalize the initial screening process, we are scheduling times during the school year when the ESL pedagogue, Ms. Florestal-Zizi, is on hand to interview, show the parent orientation video, and to administer the LAB-R and/or the NYSITELL exam (beginning February 1, 2014) as needed. The LAB-R is hand scored and submitted within 10 days to the Assessment Office. Should anyone of the students currently entitled to ESL services speak Spanish, they are given the Spanish LAB-R by the ESL pedagogue. We currently have Spanish, French, and Haitian-Creole speaking personnel on hand to assist. When an interpreter is not available we use the services of the NYCDOE's Translation and Interpretation unit.

By formalizing the identification of ELLs during intake, our expectation is to streamline and improve our already efficient handling of the informational parent letters and the presentation of the parent video in the school's dominant language so that we can better serve and place our ELLs in the timeliest of manners. As such, parents will understand all three parental choices-

namely Dual Language (DL), Transitional Bilingual Education (TBE), and English as a Second Language (ESL) and respond promptly by returning the paperwork on the spot. A binder is kept with copies of parent selection forms/video response.

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

The ESL teacher runs the RLER report to identify both the LAB-R and the NYSESLAT eligibility reports. In addition to using the LAB-R for initial placement, the ELLs in our school are administered the New York State English as a Second Language Achievement Test (NYSESLAT) every spring during the annual testing window. Based on their scores, they receive the mandated minutes of ESL service – that is to say, 540 weekly minutes for Beginners, 360 minutes for Intermediate ELLs, and 180 weekly minutes for Advanced ELLs.

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

Paste response to questions here:

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)?

Paste response to questions here:

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 foster language development and meet the demands of the Common Core Learning Standards.

Paste response to question here:

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Paste response to question here:

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here:

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Paste response to questions here:

7. 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?

Paste response to question here:

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Paste response to question here:

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

The ESL students are provided with Regents-Prep classes and content-area tutoring during the 9th Period program. The ESL teacher works with core-subject teachers to ensure that we include essential language development in our planning. In this way the ESL teachers co-teach with classroom and content area teachers, sharing best practices for ELLs, scaffolding their instruction, building on vocabulary, using visuals and hands-on activities to help activate prior knowledge and working in small groups while meeting the full mandate for advanced students of 180 minutes and part of the mandate for beginners and intermediates. The full mandate of 540 minutes for beginners, 360 minutes for Intermediate ELLs, and 180 minutes for Advanced ELLs is completed during the 8th period, and during the after-school (9th period) program. The ESL teacher attends grade meetings and other faculty sessions to monitor student progress and integration of ESL strategies.

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

SIFES

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

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

NEWCOMERS (WITHIN 1 YEAR)

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

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

ELLs RECEIVING 4-6 YEARS OF ESL SERVICE:

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

LONG TERM ELL's (COMPLETED 6 YEARS)

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

ELLs WITH SPECIAL NEEDS

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

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

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 | 45 minutes per day | 45 minutes per day | 45 minutes per day |

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

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

Native Language Usage and Supports

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

| Native Language Usage/Support | | Transitional Bilingual Education (TBE) | | |
|--|--|--|--------------|----------|
| 100% | | | | |
| 75% | | | | |
| 50% | | | | |
| 25% | | | | |
| | | Dual Language | | |
| 100% | | | | |
| 75% | | | | |
| 50% | | | | |
| 25% | | | | |
| | | Freestanding ESL | | |
| 100% | | | | |
| 75% | | | | |
| 50% | | | | |
| 25% | | | | |
| 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

9. 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.

Paste response to question here:

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Paste response to question here:

11. What new programs or improvements will be considered for the upcoming school year?

Paste response to question here:

12. What programs/services for ELLs will be discontinued and why?

Paste response to question here:

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Paste response to question here:

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Paste response to question here:

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Paste response to question here:

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Paste response to question here:

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Paste response to question here:

18. What language electives are offered to ELLs?

Paste response to question here:

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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 here:

TARGETED INTERVENTION & FORMER ELLs

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

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

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

HOW ARE ELLs AFFORDED EQUAL ACCESS TO ALL SCHOOL PROGRAMS?

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

INSTRUCTIONAL INCLUDING TECHNOLOGY

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

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

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

Educating the parents is also a top priority so that they understand the transference of literacy skills. The ESL services closely support and correspond to the ELLs curricular (by age and grade), linguistic, and affective needs.

At this time we do not have a program to assist newly enrolled ELLs before the beginning of the school year, as our intake commences on the first day of school.

However, we strive to make our parents feel welcome at the school by presenting information whenever possible in the home language, and maintaining an open door policy from the start. We refuse to allow language or culture to be a barrier to a student's learning at our school. We keep in constant contact with our ELL parents by phone and in writing.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

The Title III professional program will focus on providing teacher with the opportunity to improve their knowledge of ESL strategies in the content areas. Participating teachers will be provided training by the ESL teacher and Special Service Team during C6 team meetings and Faculty meetings.

The staff will participate in on-going professional development informing all of:

Second Language Acquisition Theories,

Types of Instructional Scaffolding Strategies used with English Language Learners , and

The change and status of the Language Allocation Policy.

The Faculty meetings are 30-minute sessions. In addition, the ESL teacher has attended and will continue to attend the ESL professional development opportunities offered by the NYC Department of Education. All staff members are also informed of the professional development workshops offered throughout the academic school year in order to receive the 7.5 hours of ESL training.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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 here:

The education of children is a collaboration effort between school and family. We encourage this development as a way to broaden our students' educational experience and strengthen parental support and participation in all areas of our school. Parent Orientation meetings are held periodically during the year as new students arrive. Department of Education DVDs are shown to ELL parents addressing parent-options in several languages at these meetings.

All parents are given the opportunity to become familiar with various programs offered in our school by way of PTA meetings, orientation nights, workshops and letters are sent home in their native language. The distribution of school-related information to parents of LEP students in the language they understand: monthly calendars and letters, High School information, promotional criteria, testing information, legal, disciplinary and safety matters, and all school forms. The Language teacher will set up parent teacher workshops offering the parents the opportunity to learn about educational approaches and to inform parents about the program. These PTA meetings are held monthly and last for 2 hours.

E. 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 response to question here:

Part VI: LAP Assurances

School Name:

School DBN:

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|-----------------------|---|-----------|-----------------|
| David Ward | Principal | | 11/15/13 |
| Patrick Trani | Assistant Principal | | 11/15/13 |
| Manuel Fiallo, Jr. | Parent Coordinator | | 11/15/13 |
| Nicole Florestal-Zizi | ESL Teacher | | 11/15/13 |
| | Parent | | 1/1/01 |
| Farah Beaubrun, CTT | Teacher/Subject Area | | 11/15/13 |
| | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| Kamila Smith | Guidance Counselor | | 11/15/13 |
| | Network Leader | | 1/1/01 |
| Jeanne Pradel | Other <u>ESL</u> <u>Paraprofessional</u> | | 11/15/13 |
| | Other | | 1/1/01 |
| | Other | | 1/1/01 |
| | Other | | 1/1/01 |

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 04 **Network:** N403

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

Part A: Needs Assessment Findings

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

1. The Parent Assurance survey is distributed to parents in their appropriate language(s).
2. A parent orientation is provided along with a DVD representing program choices in the appropriate language of the families. This orientation is scheduled during the school year.
3. Translations are made available throughout the year, whenever needed.

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.

1. After we analyze the parent survey, the result is that all our ELL families have requested ESL instruction implemented in the classroom. This information is reported at the School Leadership meeting.
2. Our bilingual (Spanish) parent coordinator, Mr. Fiallo, Jr., surveys the school population and identifies non-English speaking parents. If the language is other than French, Haitian-Creole, or Spanish, which our ESL teachers speak and translate, the parent coordinator gathers the information through the DOE website in various languages as needed for distribution :<http://schools.nyc.gov/Offices/Translation/default.htm>

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 already have French, Haitian-Creole, and Spanish speaking staff members who translate classroom letters for teachers on an 'as needed' basis.

In case of languages other than those mentioned above, we plan on sending correspondence regarding all school procedures and policies to the DOE Translation service department for translation into the languages necessary for our school community.

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.

Our Parent Coordinator will call the DOE Translation and Interpretation Unit to interpret over the telephone in case we do not have a staff member available to translate when non-English speaking parents come to our campus. We hire translators from the Translations' office, and we use staff members as translators, and/or enlist services of parents to translate for the conferences.

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>.

1. Our Parent Coordinator compiles a list of families in need of translation services to ensure that we obtain letters prior to the conference.
2. The letters to parents from the DOE website are downloaded in translated versions as needed:
<http://schools.nyc.gov/Offices/Translation/default.htm>
3. Letters are also sent to confirm that translation services are needed in order to set up a schedule with our in-house staff and official DOE translators (if needed).
4. The standard DOE translation document is attached to important letters sent home. This document informs parents that the information attached is important and they should have it translated in their home language.
5. We use DOE translation services provided through the telephone at (718)752-7373 and/or we translate messages sent via our School Messenger Service using staff members as translators (where needed).

