



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: BROOKLYN HIGH SCHOOL OF THE ARTS
DBN (i.e. 01M001): 15K656
Principal: MARGARET LACEY BERMAN
Principal Email: MLACEY@SCHOOLS.NYC.GOV
Superintendent: TAMIKA MATHESON
Network Leader: NANCY SCALA

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Margaret Lacey Berman	*Principal or Designee	
Kevin Hyde	*UFT Chapter Leader or Designee	
Joycelyn James	*PA/PTA President or Designated Co-President	
None	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
None	CBO Representative, if applicable	
Angela Smith	Member/ Teacher	
Jennifer Drinkwater	Member/ Teacher	
Robert Quinlan	Member/ Assistant Principal	
Memamiye Cinque	Member/ Parent	
Philip Drysdale	Member/ Parent	
Cleonie Gordon	Member/ Parent	
Victoria Queliz	Member/ Student	
Judy Valentin	Member/ Student	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

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.
 For the 2013-2014 school years, 100% of teachers will participate in 3 hours of professional development monthly, leading to a better understanding of the Advance (both MoSL and MoTP) System.

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.
 Advance is a new system and the entire staff must become High Effective.

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. We will conduct Professional Development every Wednesday that school is in session from 2:00 P.M. to 3:00 P.M.

B. Key personnel and other resources used to implement each strategy/activity
 1. Our Lead teacher, advance team and Assistant Principals will lead this effort

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
 1. We will conduct staff surveys, and also discuss at pre and post observational meetings.

D. Timeline for implementation and completion including start and end dates
 1. September 2013 to August 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
 1. We will use our SBO around common planning time to meet this need.

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).
 We will work closely with our staff on all the domains and components and place special emphasis on 4c Communicating with Families for this goal. Our goal is to have the teacher's efforts to engage families in the instructional program be frequent and successful. And that all of the teacher's communications be highly sensitive to families' cultural norms.

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	Title IA	Title IIA	Title III	Set Aside	Grants

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

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 June 2014 we will expand our current AVID program to expect the students in the AVID program to achieve 85% or better on the U.S. History Regent exam, and at least a 75% in the remaining Regent 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.
 We need to address our "middle of the road" students The students, who frequently score between 65 and 79, need support, encouragement and help with Executive

function skills. These students need to be in an environment that promotes and motivates college attendance.

Instructional Strategies/Activities

Describe the research-based 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. A) We will be using the AVID program and our staff will attend the AVID summer institute.
2. B) Administration and Guidance Counselors will also attend AVID trainings.
3. C) All AVID students will use a binder and Cornell notes.
4. D) All AVID students will have an AVID advisory with College tutors (Hunter College) 2 to 3 times per week.
5. E) All AVID content classes will be using the AVID essentials in their instructional strategies.

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

1. The Assistant Principal of Humanities, the AVID Guidance Counselor and our Parent Coordinator are critical to the success of the AVID program. We began the program with a core of dedicated teachers, we continue to grow this program, and train additional teachers for our AVID program.

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

1. The AVID students will have weekly binder checks in their AVID elective class; these checks will enable the students to be better organized, work on their executive functioning skills, and enable them to work on their college and career readiness.
2. AVID students will have tutoring from the students in the Hunter College program. This tutoring should help them organize their process and focus on extending their learning process.

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

1. September 2013 to June 2014

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

1. We will have at least two teachers dedicated to the AVID elective process.
2. Hunter will provide over the course of the year 30 tutors for the AVID tutorial.
3. All AVID teachers are trained and will have additional Professional Development around the use of Cornell Notes.
4. All AVID teachers will have additional Professional Development around the use of AVID essentials in their instructional strategies.

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).

We will have AVID parent meeting at least 4 times per school year. Our Parent Coordinator will make additional outreach to our AVID families to make certain more families attend the parent meetings. This phone call will be made in English and Spanish.

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	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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 100 % of the students and caregivers will have a significant increase in information and operations concerning College and Career readiness. Parents will be invited to monthly parent meetings to inform families on issues of Financial Aid, FAFSA forms, College trips, guest speaker from SUNY , CUNY and Private Colleges.

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 College and career readiness percentage is low based on our Progress Report, We have conducted a study, and our parents have expressed a need to receive additional training and information on College and Career Readiness.

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. Senior will have monthly guidance lessons concerning college applications and readiness; they will also work on Naviance and complete their college profiles, and fine tune their college searches.
2. Juniors, will have monthly guidance lessons concerning college search and readiness, they will also work on planning possible college visits with their families. They will create profiles on our Naviance system.
3. Sophomore's, will have monthly guidance lessons on Executive functioning skills, college search, and begin to understand what colleges are looking for in a potential candidate. They will be introduced to our Naviance system.
4. Freshmen will have monthly guidance lessons, on the role doing well in high school plays in getting accepted to the college of their dreams.

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

1. The College and Career advisor, Guidance Counselors, Assistant Principals, and Social Workers are very important to this work. The Parent Coordinator will also work tirelessly in assisting with all parent outreach so that we can have as many parents present as possible.

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

1. All juniors and seniors will have active and viable profiles on Naviance. The freshmen and sophomores will be introduced to the system and begin to use it as they search for potential college. All parents will be able to access Naviance and use it as a tool to assist their child in their college research.

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

1. September 2013 to June 2014

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

1. The College and Career Advisor working with the Guidance Counselors will conduct guidance lessons during the school day for our students. They will assist in the facilitation of College and Career Meetings after school and on Saturdays for our PTA and parents. Our Parent Coordinator will work closely with staff to get the message out to our parents via the telephone, email and letter both backpacked and mailed to our families.

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).

Our Parent Coordinator will work closely with the Principal, and PTA to attend PTA meetings and keep the parents informed concerning College and Career readiness events taking place before, during and after school. The College and Career Advisor will send weekly emails concerning College Fairs, financial aid events, and scholarships to our parents. Our Guidance Counselors will send out weekly email to all the parents in their caseloads on school related issues, meeting, and report card distributions so as to keep the parents informed on events at our school.

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		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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 100% of the student will take a unified baseline assessment in ELA, Math History, and Science that has been fleshed out by our in house Common Core Fellow and The Assistant Principals of Supervision. The unified baseline assessment for Humanities is Common Core aligned and focuses on the skill required to create a coherent argumentative essay utilizing nonfiction pieces. The students will also take mid-term exams and finals/regent exams. At each test administration the staff will take a hard look at data to assess progress and make any need adjustments in curriculum delivery.

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.

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

Instructional Strategies/Activities

Describe the research-based 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. Teachers will work together in grade teams, content teams; Project based learning teams and AVID teams. Each team will review data and share best practices in relation to their area of expertise and their students. Teams will meet on a weekly basis to work together.

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

1. All teachers will be working in teacher teams. Our coach who is also a senior common core fellow will be working with teams and individual teachers on their practice. The Assistant Principals will also be working alongside our teaching staff.

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

1. The early baseline measurement will enable our staff to see where the students are in the beginning. Working in teams they will be able to strategize on best practices to move the students learning forward. Interim assessments will help measure progress and enable teachers to adjust practice, for best outcomes in June.

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

1. September 2013 to June 2014

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

1. We will be using assessment and data to drive our instructional process and decisions. Baseline assessment, midterm assessment and final assessment will enable both staff and students to gage progress and personalize learning for our students.

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).

Teachers will be calling parents and informing them on their child's progress. The parent coordinator will work with teachers and parents to make certain the lines of communications are strong. We will conduct Parent/teacher conferences at least twice per year to enable the parents to meet with their child's teachers. The Principal will conduct personalized parent meeting, as frequently as possible and when needed so that families who need the extra support will receive that assistance.

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	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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.

We will increase the number of Seniors who take the SAT from 40 % to 50%.

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 inquiry team process using data from our Progress Report, the "Where are they Now" report, and input from our SLT and PTA. We are aware of the need to increase academic rigor for our students. Students that participate in College Level work in High School do much better when they reach College.

Instructional Strategies/Activities

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. Teachers will have common planning time to assess curriculum implementation.

2. After school SAT prep classes will continue on Tuesday evening sponsored by New York Cares.

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

1. Parents will be invited to bi-monthly meeting to develop a deeper understanding of the SAT exam and the needs of their children. The College and Career Advisor and the Guidance counselors will work with the students and their families to better understand the importance of the SAT and college and career readiness.

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

1. We will work to increase the number of students who will attend an SAT prep course either in school or in the community. We will monitor the scores when the students receive their SAT score.

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

1. September 2013 to June 2014.

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

1. Budget money will be used to facilitate the trainings with the College Board for our staff. Students will be exposed to College Board materials starting in 9th grade .Per Session funds will be used to support after school and Saturday school tutoring sessions for students as well as informational sessions for all the parents.

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).

Parents will be invited to bi-monthly meeting that would deal with questions concerning the SAT and college and career readiness. The Parent Coordinator will make available additional information to parents concerning the SAT.

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	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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	Second English support class	Small group between 15 and 18 students	During the school day.
Mathematics	CMSP program, with an extra Math period	Small group under 25 students	During the school day and Saturdays
Science	After school tutoring and extra time for labs	Small group under 25 students	After school and select Saturdays
Social Studies	After school tutoring	Small group under 25 students	After school and select Saturdays.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Our two Guidance Counselors and two Social Workers will offer any at risk student, at risk services.	One to one	As soon as we become aware for the need of these services.

**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.			
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	X 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.
<ol style="list-style-type: none"> 1. Rigorous Multi-Tiered Process (Recruitment): Our hiring process includes various steps in order to attract and maintain HQT's. we begin with attending diverse job fairs, posting on Idealist, and emailing our job posting to various listserves. From there we invite potential candidates to an Open House where they are able to interact with DOE staff, GSS staff and students. The participants are able to engage in conversation about the youth development principles and pedagogy. 2. From the open house we invite select candidates to interview. The interview includes: a classroom observation, a mock lesson with post-observation, a group interview with the committee, and a writing sample. 3. From this process we have been able to hire exceptional candidates that believe in our mission.

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).
New teachers will all receive a mentor teacher to work with during their first two years. Weekly PD with our coach who is also a Senior Common Core fellow. Weekly PD with Assistant Principal of Supervision to enhance Common Core Tasks and alignment. Teachers, AP's, paraprofessionals and the Principal will have the opportunity to take advantage of all PD offered by our Network!

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 <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

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.

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).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

Brooklyn High School of the Arts, 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;
- offer a multi-faceted arts program, which includes, Fine Arts, Instrumental Music, Vocal Music, Drama, and Dance Programs.

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;
- making teachers email addresses available to all parents
- guidance counselors will email parents every Monday to inform parents of all school events and activities, and any college and career news.

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly 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 15	Borough Brooklyn	School Number 656
School Name Brooklyn High School of the Arts		

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 Margaret Lacey Berman	Assistant Principal Robert Quinlan
Coach Camille Russ	Coach
ESL Teacher Ms. Kong	Guidance Counselor Miriam Medina
Teacher/Subject Area type here	Parent Mrs. James
Teacher/Subject Area type here	Parent Coordinator Anthony Gonzalez
Related Service Provider type here	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	2	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)	818	Total number of ELLs	9	ELLs as share of total student population (%)	1.10%
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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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE										1	1			2
SELECT ONE										0				0
Total	0	0	0	0	0	0	0	0	0	1	1	0	0	2

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	3
SIFE	1	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	3

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	3			3			3			9
Total	3	0	0	3	0	0	3	0	0	9

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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										4	2			6
Chinese										1				1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian											1			1
French										1				1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	6	3	0	0	9

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				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)											1			1
Advanced (A)											5	2		7
Total	0	0	0	0	0	0	0	0	0	1	6	2	0	9

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I										1			
	A										2			
	P										3	3		
READING/ WRITING	B										1			
	I										4	1		
	A										1	2		
	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	1		0	
Integrated Algebra	2		1	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	1		0	
Living Environment	1		0	
Physics				
Global History and Geography	1		0	
US History and Government			1	
Foreign Language	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.

With respect to assessment tools that Brooklyn High School of the Arts uses to assess the early literacy skills of our ELLs is a combination of September baseline assessments that are implemented in the students' English classes in conjunction with strategies taught in the stand alone ESL class. The data that is extrapolated comes from baselines that are Common Core aligned. Additionally, at the onset of the school year all students are assessed in their reading, writing, and listening by their teachers. The insight that the data provides illuminates specific skills that are targeted in both the students' content classes as well as their ESL class. The school's Instructional Focus, "Reading and Writing Across All Content Areas," prioritizes these literacy skills and ELL students are targeted within their content classes through scaffolded literacy strategies that are evaluated in teacher grade and content teams. An initial baseline is implemented in September, a midterm baseline in February (to gauge academic growth) and another late April right at the onset of high-stakes testing.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
From the analysis of NYSESLAT, 5 out of 6 incoming 9th graders are advanced; one ELL who entered the country one year ago is a beginner. Two out of three 10th graders are advanced. The other 10th grader is intermediate and has an IEP.
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](#))

The NYSESLAT Modality Analysis reveals six out of nine ELL's are proficient in listening and speaking. Two are advanced, and one is beginner. Based on this analysis, instruction for reading and writing across curriculum is emphasized. Their command of the spoken language is utilized to enhance their reading and writing skills. The analysis is based off of the 2012 NYSESLAT results.

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?

Since only a free-standing ESL program is offered at BHSA, there is no comparison available. The only data that we could speak of are the aforementioned baseline assessments, formative and summative assessment data as per ESL and content teachers.

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](#).)

BHSA does not administer ELL Periodic Assessments as we are a high school.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Within both the stand alone ESL class and the content area classes there is a prioritization not only in content vocabulary but also that of academic vocabulary. Teachers support all students, particularly with vocabulary walls, flash cards, bilingual glossaries, and dictionaries.

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?

This question does not apply to BHSA.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
To evaluate the success of our programs for ELLs, the combination of the aforementioned September baseline assessments that are implemented in the students' English classes in conjunction with strategies taught in the stand alone ESL class. More importantly, the data that is extrapolated comes from baselines that are Common Core aligned and put under analysis by grade and content teams and subsequently infused into instructional decisions and planning. Additionally, at the onset of the school year all students are assessed in their reading, writing, and listening by their teachers. The insight that the data provides illuminates specific skills that are targeted in both the students' content classes as well as their ESL class. The school's Instructional Focus, "Reading and Writing Across All Content Areas," prioritizes these literacy skills and ELL students are targeted within their content classes through scaffolded literacy strategies that are evaluated in teacher grade and content teams. An initial baseline is implemented in September, a midterm baseline in February (to gauge academic growth) and another late April right at the onset of high-stakes testing. Success is evaluated on a

weekly basis through the Common Planning Time teacher collaborative meetings as well as during grade and content teams.

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](#).)
The Home Language Identification Survey (HLIS) is sent to the respective homes of students identified as ELL (via ATS data prior to the onset of the school year) and the necessary interview is conducted in the parents' home language. Ms. Kong, licensed in ESL, spearheads this process yet access is made available by the principal or AP. The Language Assessment Battery-Revised (LAB-R), whenever necessary, is administered by Ms. Kong. Depending on the results of the LAB-R obviously determines the proficiency level of the student. Necessary strategic scheduling is put in place to ensure proper services and state-mandated services are met with Ms. Kong.
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.
Since we only have a freestanding ESL program, the structure put in place is when parents come in for freshmen orientation they are made aware of the ESL program. Outreach then entails the previous question with regard to timeline. For specificity, when students are accepted into BHSA and they do indeed select us as their high school and they have been identified as ELLs we as a team take the proper protocols to initiate parental contact and ensuring proper services. Ideally this can start as early as June/July the prior to the onset of the school year in which the student would begin their high school career.
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](#)].)
The entitlement letters are distributed, collected, and secured.
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.
Achievement data is utilized, along with parent involvement, as criteria for placing students in their ESL instructional program. Data points include performance on NY State ELA exams in addition to proficiency level based off of the LAB-R.
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.
First letters are sent home to the parents of the ELL students in both English and their native language. Students are also notified in school about the NYSESLAT administration dates. The NYSESLAT is administered in the Spring (between April and May). The speaking component is administered individually for each student. The listening, reading, and writing takes place in the students' ESL class and takes roughly three days in total to administer. The following week there is a make-up administration (whenever applicable) to ensure all students who need to be tested are.
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. 
The trend at BHSA, after reviewing Parent Survey and Program Selection forms over the past few years, has been the choice of a freestanding ESL instructional program. The program models offered are in alignment to the parental requests. In addition to offering multiple entry points into each child's education by providing a solid academic program, their art strand everyday, a holistic approach is taken to ensure each and every need of the student and parents are met.

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])?

a. The organization model is self-contained ESL class.

b. The program model is ungraded heterogeneous grouping.

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)?

Explicit ESL and ELA instructional minutes are delivered in our Self-Contained ESL Program as per CR Part 154. All beginning students in 9th grade have three 45 minute periods of ESL each day five times a week, thus meeting the requirement of 540 minutes per week of ESL for beginning ELL's. All intermediate students in 9th through 12th grades have two 45 minute periods of ESL each day five times per week, thus meeting the requirement of 360 minutes per week of ESL instruction for Intermediate ELL instruction for Intermediate ELL's. All advanced students in 9th through 12th grades have one 45 minute period of ESL instruction five times per week, as well as one 45 minute period of ELA instruction five times per week, thus meeting the requirement of 180 minutes per week of ESL instruction and 180 minutes per week of ELA instruction. Since the only program model at BHSA is Self-Contained ESL, NLA instruction is not offered.

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.

The content areas are delivered in English only. Student achievement data is extrapolated and utilized in grade and content teams to ensure that students' needs are being met. Teachers collaborate with Ms. Kong as well to provide appropriate resources to

supplement the ESL class. BHSA's core classes are aligned to the Common Core Learning Standards, inclusive of instructional shifts, scaffolded instruction, assessments, texts, etc. What is particularly important to emphasize is the allotted Common Planning Time for teachers with ELL students in their classes to collaborate in ensuring strategies are put in place (teaching Cornell Notes, highlighting/annotating techniques, etc.) to support students.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
ELL's are not evaluated in their native languages at BHSA.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ELL's are evaluated in all four modalities periodically by the ESL teacher using informal assessments and collecting of writing samples.
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).

a. Instructional plan for SIFE:

Educational Interventions are written and implemented for all SIFE at BHSA. The interventions are based on student data acquired through both formal and informal assessments in ESL and the content areas, as communicated by the student's teachers in each subject areas. The student's strengths are drawn upon to plan motivation curriculum and to design differentiated means of assessment that will both challenge the student and also allow them to experience academic success. The Longman Keystone series is utilized in Instructional planning. SIFE use the Building Bridges Edition, which has been designed particularly for SIFE. The series introduces and builds on the fundamental skills and knowledge required for full academic participation and success across the curriculum. In addition, SIFE are given the resource of extra tutoring both during the day and after school.

b. Instructional plan for newcomers(less than three years in US schools):

Newcomers participate in our Balanced Literacy Program at BHSA. In ESL class the teacher models reading comprehension strategies, vocabulary building strategies, phonics, and writing practices in mini lesson, which are followed by group paired and individual student practice. Whenever possible, art and music are integrated into the lessons in order to reach all student levels of comprehension and knowledge and to allow for differentiated assessment.

c. Instructional plan for Ell's receiving 4-6 years of ESL service:

Students receiving 4-6 years of ESL service are identified by the ESL teacher, content area teachers and guidance counselors using the available student data reports. The teachers and counselors meet monthly to discuss the student's current academic track record and potential graduation date. In addition, most of these ELL's attend after school in order to meet the academic graduation requirements.

d. Instructional plan for Long-term ELL's

In order to help Long-Term ELL's meet graduation requirements and achieve academic success, after-school classes are offered for the content area courses, such as history, English and science. Students and their parents are informed both in writing and verbally about the programs available to them that will help them prepare for Regent exams. All Long-Term ELL's are encouraged to attend the program offerings by their ESL and content area teachers. Furthermore, like the 4-6 year Ell's these students are tracked and discussed on a monthly basis by the ESL teacher, content area teachers and guidance counselors.

e. Instructional plan for former Ell's

After school tutoring is available for former ELL's to improve their academic skills in content areas. Regents preparation is offered to prepare former ELL's for graduation. Former ELLs, although eligible for accommodations on high stakes exams (extra time, etc.) traditionally do not avail themselves of this opportunity.

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?
Various scaffolding techniques are regularly implemented to help these students achieve academic excellence. Lessons are created by the ESL teacher and content area teachers that target both the student's strengths to build upon and their weaknesses. ELL's having special needs are included in all aspects of our school, including our ESL classes.
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?
Teachers collaborate with Ms. Kong as well to provide appropriate resources to supplement the ESL class. BHSA's core classes are aligned to the Common Core Learning Standards, inclusive of instructional shifts, scaffolded instruction, assessments, texts, etc. What is particularly important to emphasize is the allotted Common Planning Time for teachers with ELL students in their

classes to collaborate in ensuring strategies are put in place (teaching Cornell Notes, highlighting/annotating techniques, etc.) to support students.

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
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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.



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.
- Brooklyn High School of the Arts uses multiple strategies as targeted intervention programs for ELLs. Firstly, the combination of September baseline assessments that are implemented in the students' English classes in conjunction with strategies taught in the stand alone ESL class provide itemized data whereby both the ESL teacher and content teachers can hone in on specific areas where ELL students need targeted intervention. The data that is extrapolated comes from baselines that are Common Core aligned thus exemplifying our expectation, within a highly support framework of differentiated teaching strategies and scaffolding that is appropriate to proficiency level, that ALL students will engage in CCLS. Differentiation and scaffolding comes in various forms whether it be reading aloud instructions and reading passages (in tandem with annotation strategies and vocabulary development) and verbal with written responses too. Additionally, at the onset of the school year all students are assessed in their reading, writing, and listening by their teachers. The insight that the data provides illuminates specific skills that are targeted in both the students' content classes as well as their ESL class. The school's Instructional Focus, "Reading and Writing Across All Content Areas," prioritizes these literacy skills and ELL students are targeted within their content classes through scaffolded literacy strategies that are evaluated in teacher grade and content teams. For purposes of being as specific as possible, the initial baseline is implemented in September, a midterm baseline in February (to gauge academic growth) and another late April right at the onset of high-stakes testing. Teachers collaborate with ESL teacher Ms. Kong as well to provide appropriate resources to supplement the ESL class. BHSA's core classes are aligned to the Common Core Learning Standards, inclusive of instructional shifts, scaffolded instruction, assessments, texts, etc. What is particularly important to emphasize is the allotted Common Planning Time for teachers with ELL students in their classes to collaborate in ensuring strategies are put in place (teaching Cornell Notes, highlighting/annotating techniques, etc.) to support students.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- So far the current program has been effective, especially with the ample professional development that has been done around teaching strategies, Common Core alignment, differentiated strategies, and rigorous analysis of students' achievement data to drive instructional decision-making and planning.
11. What new programs or improvements will be considered for the upcoming school year?
- The expansion of online resources, particularly websites that provide inherently differentiated approaches through visual, auditory, and interactive links that can be done over and over. Khan Academy has become particularly popular around math and science.
12. What programs/services for ELLs will be discontinued and why?
- None at this time. We will be keeping freestanding ESL for the foreseeable future.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- We are an audition school and allow any and all students to apply, whether they are ELL, SpEd, or not. We have a strong AVID program that is open to any and all students to apply and even have an AP program where former ELL students have done quite well in these courses that mimic freshmen entry-level college classes.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Bilingual dictionaries, dictionaries, flash cards, websites with links for vocabulary development (i.e. Quizlet, etc.), Khan Academy for math and science, Word Walls, tutoring, etc.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Bilingual dictionaries, dictionaries, flash cards, websites with links for vocabulary development (i.e. Quizlet, etc.), Khan Academy for math and science, Word Walls, tutoring, etc.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Required services support and resources correspond to ELLs' ages and grade levels as our ESL teacher works closely with our Coach who helps with curricular alignment and varied text levels, in addition to targeted teaching strategies.
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.
- Although not directly targeted for ELL students, this past summer we had our first Bridge Program for incoming freshmen students whereby any and all students could attend. Communication was sent home in multiple languages and also via phone calls.

18. What language electives are offered to ELLs?

Spanish and Mandarin.

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:

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.

We have teachers attend all of the PD offered by out network. Our lead teacher/coach is also a commom core fellow, we conduct PD every Wednesday from 2:00 to 3:00 P.M. during our Common Planning Time (9/11, 9/18, 9/25, 10/2, 10/9, 10/16, 10/23, 10/30, 11/6, 11/13, 11/20, 11/27, 12/4, 12/11, 12/18, 1/8, 1/15). Common Planning Time, led by our Common Core Fellow/coach and "Advance" team, lead staff through targeted professional developments specifically geared towards providing teachers the tools and pedagogical strategies to support ELLs, SpEds, and all learners at BHSA.

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?
 1. Since we are an full audition art school Parents are a bit more involved, they attend PTA as well as our many art shows and concerts. Our Parent Coordinator is multi-lingual and is also a musician he works with our parents.
 2. We invite the parents to a number of orientations one in June before they arrive at our school and again in August. Our Parent Coordinador is present and with our staff we attempt to determine the needs of our parents. We have a CUNY representative come in to speak to parents to discuss FAFSA and financial aid, in addition to scholarships available. We are an iZone360 school which provided the school with a multi-million dollar grant that saw a huge influx of technology available (whose usage was described above) and we are also a Tony Bennett school where moneys is donated to the arts which of course benefits all children, including our ELL students.

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.

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)
Margaret Lacey Berman	Principal		1/1/01
Robert Quinlan	Assistant Principal		1/1/01
Anthony Gonzalez	Parent Coordinator		1/1/01
Ms. Kong	ESL Teacher		1/1/01
Ms James	Parent		1/1/01
Camille Russ	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Camille Russ	Coach		1/1/01
	Coach		1/1/01
Miriam Medina	Guidance Counselor		1/1/01
	Network Leader		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: **15K656** School Name: **Brooklyn High School of the Arts**

Cluster: **1** Network: **107**

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

Part A: Needs Assessment Findings

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

Since we are a full audition, performing arts school we see the parents a number of times before September. During the audition process parents often bring their children to our audition. Forms must be filled out so that is an early sign of who will need services. Our Parent Coordinator is multi-lingual and he attends all of our events. We conduct an early orientation in June during the Chancellors conference day, where we have special meeting for students and parents. We touch base with the parents of children with IEP's, parents of children who need language services. We also have a spanish speaking Guidance Counselor as well as a Spanish speaking para-professional to assist when necessary.

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.

Our major findings are a need for translation in Spanish both written and oral. These finding were reported by a written survey of the parents, verbal interactions with both our Parent Coordinantor, Assistant Principal and Guidance Staff.

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.

All of our documents that will be given to parents are translated in at least Spanish, our phone-master is also sent out in Spanish. We have in-house translators available to parents for all parent meetings. The translators are our staff and a few parent volunteers.

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.

We have oral interpretation for our parents who need these services. We use in-house staff and parent volunteers.

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>.

We will continue to use our parent survey, as well as phone calls and information provided to us from our Parent Coordinator.

