

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: BROOKLYN THEATRE ARTS HIGH SCHOOL

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

Principal: DAVID WARD

Principal Email: DWARD5@SCHOOLS.NYC.GOV

Superintendent: MICHAEL PRAYOR

Network Leader: NATHAN DUDLEY

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Pat Trani, Assist. Principal	*Principal or Designee	
Suzanne Nelson	*UFT Chapter Leader or Designee	
Marcia Gomes	*PA/PTA President or Designated Co-President	
Diane Caputo	DC 37 Representative, if applicable	
Kayvon Kirkland Heavenly Robinson	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Stephen Sunderlin, Vital Theatre	CBO Representative, if applicable	
Erica Giglio	Member/ Teacher	
Thea Platt-Glasser	Member/ Teacher	
Karen Facey	Member/ Parent	
Carolyn Scott	Member/ Parent	
Shamona Kirkland	Member/ Parent	
Shawn Busby	Member/ Parent	

**Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she 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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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 2015, 70% of the BTA Class of 2015 will graduate with a Regents Diploma as measured by the 2014-2015 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.

The BTA graduating classes of 2013 and 2014 hovered around the 60-65% range. However, in reviewing transcripts and reflecting in teacher teams, it became clear that the class of 2015 has the opportunity to achieve the 70% benchmark, meaning the class has the opportunity to boast the highest graduation rate in the school's 8 years.

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. ICT classes for Special Education students in Math, ELA, and Regents Review classes.
2. Focused counseling and Grade Team "Kid Talk" for students who are off track and in need of multiple credits and/or Regents in order to graduate in June 2015.
3. Partnership with CUNY at Home to offer 12th Grade CUNY ELA and CUNY Math classes so that they supersede the Regents threshold and become "College Ready."
4. Partnership with the AP Expansion program to offer four distinct Advanced Placement courses to our 11th and 12th graders, enhancing their college readiness skills.
5. Partnership with College Confident, who runs our application program and last year secured placement for 100% of our graduates and \$2.5 million in financial aid.

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

1. Kristopher Ebanks: 12th Grade Grade Team Leader, 11th and 12th Grade Guidance/College Counselor, Staff Point Person with CUNY, APEX, and College Confident.
2. 12th Grade Teachers and Grade Team Members; Social Worker Dina Molina; 12th Grade Special Education teacher Andrea Dewar-Fullwood
3. Emilia Wiles, Director of College Confident

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

1. Quarterly Grades—November 1st, January 31st, April 15th
2. October, January, and April college application deadlines
3. Fall and Spring CUNY Math and ELA assessments
4. Interim Assessments in October, Midterms and January Regents in January, and Mock Regents in April

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

1. Entire School Year: 9/3/14 – June 25th, Graduation Day

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

1. College Confident—3 visits each week on Mondays, Wednesdays, and Fridays—afternoons from 3 – 5 p.m.
2. College Office MacBook cart—32 laptops for 12th graders to use for schoolwork, college applications, and FAFSA applications
3. Specified Professional Development sessions for CUNY at Home and Advanced Placement teachers.
4. Weekly Grade Team meetings on Tuesday afternoons to monitor student progress, behavior, and achievement and to devise action plans.
5. Weekly Special Ed PDs on Mondays and bi-weekly Special Education Department meetings with administration.

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).

Monthly College Confident Parent Meetings beginning in September to outline and guide them through the college application and financial aid application process.
 Individual parent meetings on Tuesday afternoon during Parent Engagement time with Grade Team as a whole.
 Individual parent meetings with Emilia Wiles and Kris Ebanks to discuss child's college application process.
 Parent workshops organized by Parent Coordinator Manny Fiallo to inform and engage all members of the parent community.
 Community-Building events such as the Fall Play, Spring Musical, Talent Show, and Holiday Potluck Meals to engage parents.

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		Set Aside	X	Grants
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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 the end of June 2015, 80% of students in grades 9-12, including 65% of the Lowest Third in all four cohorts, will earn at least 10 credits as measured by the school Scholarship Reports.

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.

This is our primary deficiency as a school and thus our most important focus for the 2014-2015 school year. In short, our credit accumulation absolutely must improve.

On our 2013-2014 Quality Review, we earned a Proficient. In addition, on our 2013-2014 Quality Review School Quality Guide, we earned “Meeting Target” on Student Achievement and School Environment and “Exceeding Target” for our College and Career Readiness. However, we are only “Approaching Target” for Student Progress.

More specifically, our 2013-2014 High School Quality Snapshot delineates that only 55% of last year’s 10th Graders earned 10 or more credits, compared to a CA of 78%.

In addition, and directly related to students’ credit accumulation, one of our primary recommendations from our 2013-2014 Quality Review Report was:

Improve coherence of instructional practices to provide all students entry points into meaningful academic engagement and opportunities to extend their learning. (1.2)

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. Weekly Grade Team Meetings and “Kid Talk” to identify struggling students and create action plans to support their academic improvement.
2. Saturday Academy for students to make up missed assignments and prepare for January and June Regents exams.
3. 7th Period C6 assignments for Small Group Instruction for teachers to work with 10-12 students who need additional support to earn credit in classes each day.
4. 9th Grade Advisory, separated by gender, for all 100 9th Grade Students to insure that they are supported in their social, emotional, and academic endeavors.
5. Comprehensive counseling and mediation programs, as well as “Girls Group” for students who are falling behind because of social and emotional challenges.

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

1. Justine Astacio, 9th and 10th Grade Guidance Counselor, and Dina Molina, Social Worker and Attendance Team Leader, and Patrice Thompson, AP of Instruction
2. Partnership with The Future Project and Dream Director Michael Peterson, who works with individual students to support credit accumulation and academic progress.
3. Weekly Attendance Team meetings to address students’ absences and tardiness—missing class is the primary reason that students fall behind.

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

1. Quarterly Grades—November 1st, January 31st, April 15th
2. Grade Team Leaders meetings with administration weekly to review academic progress of cohorts as a whole to insure that we’re meeting benchmark targets.
3. Mid-Year Evaluation of scholarship reports, structures and systems, and instructional practices across-the-school and individually for teachers.
4. Weekly and Monthly attendance tracking to identify students with low numbers who need additional opportunities to make up assignments.
5. Regular comparison of teachers’ instructional and grading practices with BTA’s Best Practices for Credit Accumulation and Best Practices for Grading and Assessment, as outlined, shared, and discussed in the 2014-2015 BTAHS Staff Handbook.

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

1. Full Year: 9/3/14 – 6/25/14

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

1. Weekly TAMs (Teacher/Administrator Meetings) for all 23 teachers, one-on-one check-ins to address instructional practices and to review students’ progress.
2. Weekly Professional Development focused on students’ time on task and classroom procedures for students’ earning credit and making up missed assignments.
3. Partnership with Culturally Relevant Pedagogy PD organization to help teachers design lessons that are both cognitively engaging and relevant to their lives.
4. Student Conduct Sheets, Field Trip Qualification Sheets, and other incentives to motivate students to achieve their goals in each class every day.
5. Weekly Community Meetings with grades as a whole to outline, discuss, and measure progress toward class-wide credit accumulation and Regents goals.

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).

Daily Attendance Phone Calls for students who are absent, as well as calls from our Parent Coordinator each day when students are late to class for any reason.
Monthly Parent Engagement Workshops, community-building events, and invitations to weekly Grade-Level Community Meetings
Tuesday afternoon Parent Engagement time dedicated to parent outreach and setting up individual parent meetings with Grade Level as a whole.
Utilization of online grading resources such as Jupiter Grades so that parents can track their child's progress on line and in real time each day.
Monthly Principal Letters informing parents of important events, academic goals and progress, and the importance of working together to achieve school goals.

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		Set Aside		Grants
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 2015, 75% of teachers will demonstrate Effective ratings in component 3d, Using Assessment in Instruction, as measured by The Danielson Framework for Teaching.

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.

Per our 2013-2014 Quality Review Report:

Frequent, strategic, and focused observation feedback aligned to the Danielson Framework provides teachers with actionable next steps resulting in improved practice. (4.1)

However, one of our primary recommendations was:

Strengthen using results from assessment and “on the spot” checks for understanding to revise curricula and lessons and develop grading policies that provide meaningful feedback around student achievement. (2.2)

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. Focus on two lowest-performing teachers from 2013-2014 through work with the Network Instructional Coach.
2. Separated teachers according to performance and experience between AP of Instruction Thompson and Principal Ward to differentiate instructional support.
3. Differentiate weekly PD by experience, performance, and individual teacher need, sometimes providing teachers with options for what they feel will be most helpful.

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

1. Hired a new Assistant Principal of Instruction for 2014-2015, whose sole purpose is daily visits to class rooms and intentional, substantive written and oral feedback.
2. Bill Dugan, Network Instructional Coach and former Principal and Science teacher, who visits weekly and provides intentional support to teachers who need it.
3. Partnership with Breaking the Cycle Consulting Services to provide PD to teachers, including specific strategies for assessment in classrooms.

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

1. Beginning of the Year Conversations and Goal-Setting
2. Mid-Year Analysis
3. Quarterly Scholarship Reports Review
4. Weekly Teacher/Administrator Meetings to review feedback and track progress and improvement on Danielson rubric
5. Thompson/Ward goal of at least two 15-minute visits to classes each day by each administrator, followed by intentional oral and/or written feedback to teachers.

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

1. Full Year: 9/3/14 – 6/25/15

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

1. Weekly PD focused on On-the-Spot Assessment and daily Best Practices for Assessment
2. Network Inter-visitations and school-wide inter-visitations, as well as inter-visitations to classrooms at other schools in the South Shore Educational Complex.
3. Weekly Teacher/Administrator meetings to affirm accomplishments, highlight next steps for improvement, and measure progress toward goals.
4. Outside PD from Kim Marshall, educational consultant and expert on assessment, as well as Breaking the Cycle.
5. Weekly Grade Team Leader and Instructional Leads meeting with administration to clarify instructional expectations, highlight improvement, and create action plans.

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).

While this goal is focused primarily on teachers, the 2014-2015 BTA Staff Handbook outlines clear expectations and protocols for parent engagement and open lines of communication in order to keep all parties informed and on the same page. It is clear to teachers that parent outreach is a critical part of their responsibilities.

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

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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.

50% of our student population will be involved in at least one extracurricular activity during the 2014-2015 school year, as we continue to build our robust school culture and do a better job of aligning the work of school partners and extracurricular vendors with students' academic progress, achievement, attendance, and behavior.

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.

Per our 2013-2014 Quality Review Report:

The respectful, engaging, and inclusive school culture encourages student voice and celebrates student achievement, thus promoting positive personal and academic behaviors in all students. (1.4)

However, through scholarship report reviews, transcript reviews, and attendance records, it became clear that we are not doing enough to hold our students accountable academically in order to earn the privilege to participate in and engage with our myriad after-school PSAL teams and extracurricular arts and media opportunities.

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. BTA After School Handbook, outlining clear protocols for monitoring students' participation in after-school activities in comparison to in-class performance.
2. Weekly Kid Talk on Grade Teams, juxtaposed with after-school rosters and students' school attendance versus after-school attendance
3. Matthew Ciquera, PE Teacher and Head Varsity Football Coach, requiring mandatory Lunch Tutoring for all students on the team and off-season Study Halls.

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

1. Linda Key, lead Education Partner at Vital Theatre, as After School Accountability Coordinator.
2. Hip Hop Saves Lives, lead arts partner
3. Michael Peterson, Dream Director for the Future Project
4. All other after-school

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

1. Quarterly Grade Check-Ins to Review Scholarship Reports
2. Weekly Attendance Team meetings to review attendance numbers
3. Bi-Weekly Progress Reports from each teacher
4. Pre-Fall and Spring Production meetings and Student Accountability Sheets for students to qualify to participate in major school productions.
5. Post-Mortems in December and April to assess school productions' impact on students' attendance, behavior, and achievement.

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

1. November 1st Roll-Out (beginning of 2nd Quarter) through end of the school year.

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

1. Weekly meetings between Key and Ward and between Key and after-school artists.
2. Open communication between Key and Grade Team Leaders to insure that student participation is coinciding with strong attendance and academic achievement
3. Daily Conduct Sheets to track students' progress and behavior to qualify to participate in after-school and extracurricular activities.

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).

Fall and Spring Showcases for students to demonstrate their skills and creations for the entire school community, students included

Pep rallies and South Shore PSAL events to build community and parent engagement in the life of the building as a whole.

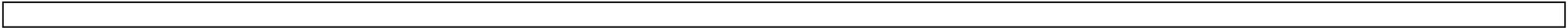
Daily Outreach from the Parent Coordinator to inform parents of after-school activities and events.

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	Set Aside	Grants

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.

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based 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.

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

1.

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

1.

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

1.

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

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).

Budget and Resource Alignment

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

	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	Annotation, Leveled Reading Libraries, One-On-One Diagnostics for Fluency	ELA Classes, SETTS, 9 th Period and Lunch Tutoring, Advisory Classes	During C6 Small Group Instruction, after-school tutoring, and Saturday Academy
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 C6 Small Group Instruction, after-school tutoring, and Saturday Academy
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 C6 Small Group Instruction, after-school tutoring, and Saturday Academy
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 C6 Small Group Instruction, after-school tutoring, and Saturday Academy
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 *TAS 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.
Strategies for Teacher Recruitment: Sustain relationships with the NYC Teaching Fellows, Teach For America, Columbia Teachers College, and Hunter College. Continue partnership with NYCTF for Summer School to augment recruitment. Strategies for Teacher Retention: Weekly individual teacher meetings, bi-weekly observations by AP of Instruction and/or Principal, Celebration of Staff Achievements, Staff Team-Building Activities, Collegial Mentorships, Differentiated PD. Strategies for Teaching Assignments: Provide time during teachers' C6 assignments 7 th period for curriculum planning and co-planning with ICT partners and colleagues on the same discipline and grade level. Play to teachers' strengths regarding expertise and experience. Provide teachers with opportunities to teach elective courses and to have choice in assignments. Strategies for providing high quality professional development: Partnership with Breaking the Cycle Consulting to help teachers develop culturally relevant pedagogical practices and daily lessons; partnership with Kim Marshall, educational consultant; full-time AP of Instruction devoted to developing quality PD on a weekly basis; Network PD opportunities.

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 Bill Dugan Partnership with Breaking the Cycle Monthly Network Inter-Visitations Other PD offered by the Network Other outside PD Kim Marshall staff PD Weekly All-Staff PD led by David Ward, Principal, and Patrice Thompson, new Assistant Principal of Instruction

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.).
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. Finally, weekly Grade Team Leader meetings, Instructional Leads meetings, and Teacher/Administrator meetings open the two-way lines of communication and provide all teachers with input about the assessments that are best for our students.

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

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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

B. Language Allocation Policy Team Composition [i](#) 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%
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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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	12	1	1	4	0	1	7	1	3	23

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	12	1	1	4	0	1	7	1	3	23
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

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													

*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	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	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
Intermediate(I)										2	3	6	1	12
Advanced (A)										4	0	2	1	7
Total	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/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How 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:
- 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 [AMAQ tool](#))

Paste response to question here:

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

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

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

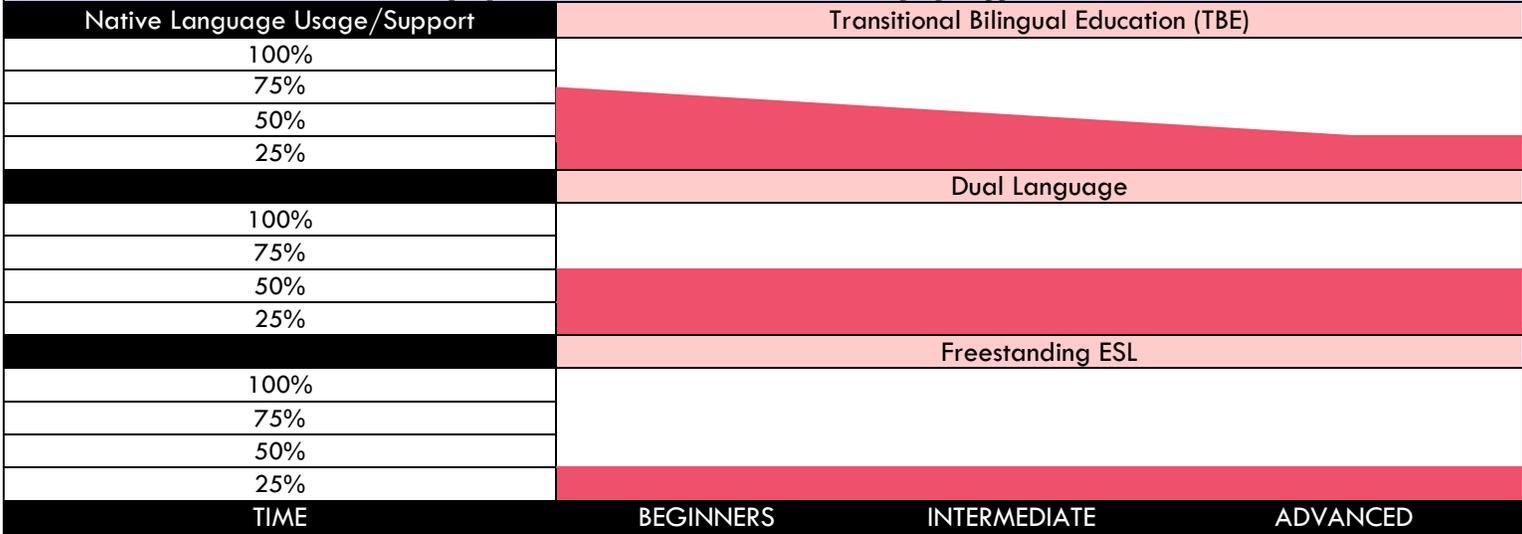
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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

