

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

18K567

School Name:

BROOKLYN THEATRE ARTS HIGH SCHOOL

Principal:

DAVID WARD

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Brooklyn Theatre Arts High School School Number (DBN): 18K567
Grades Served: 9 – 12
School Address: 6565 Flatlands Avenue, Brooklyn, NY 11236
Phone Number: (718) 968-1072 Fax: (718) 968-1065
School Contact Person: Theresa Curcuru Email Address: tcurcur@schools.nyc.gov
Principal: David Ward
UFT Chapter Leader: Angelica Melendez
Parents' Association President: Shamona Kirkland
SLT Chairperson: Pat Trani, Assistant Principal
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Melanie Verdiner
Student Representative(s): Imani Porter
Armando Martinez

District Information

District: 18 Superintendent: Lashawn Robinson
1150 East New York Avenue, Suite 304
Superintendent's Office Address: Brooklyn, NY 11212
Superintendent's Email Address: lrobinson5@schools.nyc.gov
Phone Number: (718) 363-7436 Fax: (718) 778-7385

Borough Field Support Center (BFSC)

BFSC: Brooklyn South Director: Cheryl Watson-Harris
415 89th St., Brooklyn, 11209 or
Director's Office Address: 4390 Flatlands Ave., Brooklyn, NY 11234
Director's Email Address: cwatson21@schools.nyc.gov
Phone Number: (718) 759-4682 Fax: (718) 759-3909

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Pat Trani, Assistant Principal	*Principal or Designee	
Angelica Melendez	*UFT Chapter Leader or Designee	
Shamona Kirkland	*PA/PTA President or Designated Co-President	
Diane Caputo	DC 37 Representative (staff), if applicable	
Melanie Verdiner	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Imani Porter	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Armando Martinez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Emilia Wiles	College Confident, Lead CBO	
Veronica Moses	Member/ Parent	
Ms. Erica Giglio	Member/ Teacher	
Rosemary Nelson	Member/ Parent	
	Member/	
	Member/	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Brooklyn Theatre Arts High School (BTA) is a cohesive, vibrant learning community dedicated to college & career readiness and the development of young people with integrity, a strong sense of identity, and an awareness of the world and their place in it. BTA graduates demonstrate our core values of Benevolence, Trust, Attitude, Honesty, and Scholarship. They leave our school independent, confident, and well-prepared. BTA offers a challenging but supportive academic program, daily classes in theatre arts, and myriad extracurricular opportunities. We partner with Roundabout Theatre, Hip Hop Saves Lives, and College Confident to insure that our students experience well-rounded educational opportunities and are prepared for higher education upon graduation. BTA serves 400 students, all of whom are young people of color, and more than 80% of whom qualify for free and reduced lunch. Our students live primarily in some of the most challenging neighborhoods in New York City, including East New York, Brownsville, and East Flatbush. Thus, it is of the utmost importance that the community we provide at our school is one in which they each will thrive.

Because we serve a high-needs student population, we work hard to create and sustain a compassionate, welcoming, and socially just school community, and of The Six Elements of the Framework for Great Schools, we excel as a Supportive Environment. An Area of Celebration after both 2014-2015 PPO visits corroborates this: "The school's approach to culture building, discipline, and social emotional support results in an inclusive culture that is conducive to student and adult learning." However, this is also an area of our school that we want to continue to build upon and strengthen during the 2015-16 school year, and our plan for this is outlined in our Goal #2 below.

Effective School Leadership is an area in which we made substantive progress during the 2014-2015 school year. We hired an outstanding Assistant Principal of Instruction, Patrice Thompson, and created weekly teacher/administrator meetings (TAMs) so that all teachers met weekly with either AP Thompson or Principal Ward. This structure insured timely feedback for classroom observations and also provided teachers with a means for asking questions, suggesting ideas, or reciprocating feedback. We have sustained and strengthened this practice this school year, with targeted teacher goals and weekly observations followed by both in-person and written feedback using Teach Boost. Mr. Pat Trani, our AP of Operations, has taken on a much more assertive and broader role leading our discipline protocols and procedures this year, including data tracking for deans' referrals. In addition, we have implemented a merit and demerit system through Skedula and regularly mediate and practice restorative justice to mitigate student suspensions. As a result, suspensions through the first six weeks of the school year are down more than 50% than at this point last year. More details about these facets of our year-long plan are outlined in Goal #2 below.

Rigorous Instruction is the focus of Goal #1 below, and it is an area in which we made substantive progress last year. This year's Instructional Focus is Reading and Writing Across the Curriculum, and in June we met in teacher teams and outlined the scope and sequence of our College and Career Readiness Skills. Thus, teachers returned in September more prepared than ever before, and we have concrete benchmarks, skills, and tracking systems in place across grade level and throughout grades 9-12. This year we are partnering with the New York City Writing Project to buttress our focus on Literacy Across the Curriculum.

Collaborative Teachers is a major goal for improvement this year, both through professional development teams and stronger, more data-focused grade and department teams. Our ELA department is currently running a weekly book study on the 7 Habits of Highly Effective Readers, our ELA Lead is facilitating professional development about how to teach students stronger skills to make inferences, and our Social Studies department is engaged in an inquiry cycle

devoted to improving our students' essay writing. Our goals and action plan for strengthening these areas at BTA are outlined below in Goal #3.

While we do have some Strong Family-Community Ties, there is always room for growth and improvement in this regard. We hired an outstanding new Parent Coordinator, Mr. Brian Holness, and invested in the Pupil Path software application, which has greatly enhanced our communication with parents. Grade Teams and Advisory also play a vital role in establishing and strengthening our family and community ties.

Trust is something that we have spent three years developing at BTA, since Mr. Ward began as principal. While we have certainly made strides and are a kind, reliable, and honest community, there is still room for growth. This year we adopted our five BTA Core Values of Benevolence, Trust, Attitude, Honesty, and Scholarship (BTAHS). Additionally, teacher teams have established professional expectations and best practices among themselves to continually build the trustworthiness of our school community. We have a devoted school support staff member on every grade team (3 Guidance Counselors and a Social Worker), and we go to great lengths to support our students' social and emotional growth and development.

Overall, we continue to make strides and improvements in myriad capacities as a school, and we reached 70% graduation rate for the Class of 2015. 64 of our 65 2015 graduates enrolled in at least a two-year college, with one joining the Marines. Our 65 graduates earned 15 full four-year scholarships and over \$4 million in financial aid.

Additionally, our 2014-2015 focus was stronger credit accumulation, and we demonstrated marked improvement with more than 80% of 9th Graders and over 70% of 10th Graders earning 10 or more credits. The next major step is for our instruction in every classroom to match the excellence of our strong, supportive culture; and after the first six weeks of the school year we are well on our way.

18K567 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	398	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	4	# Integrated Collaborative Teaching	10
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	10
# Foreign Language	4	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	79.7%	% Attendance Rate			85.1%
% Free Lunch	82.5%	% Reduced Lunch			7.0%
% Limited English Proficient	5.0%	% Students with Disabilities			21.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American			84.3%
% Hispanic or Latino	11.7%	% Asian or Native Hawaiian/Pacific Islander			0.7%
% White	1.2%	% Multi-Racial			0.2%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.19	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			4.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			7.31
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	54.0%	Mathematics Performance at levels 3 & 4			47.4%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	75.2%	% of 2nd year students who earned 10+ credits			54.8%
% of 3rd year students who earned 10+ credits	63.6%	4 Year Graduation Rate			66.3%
6 Year Graduation Rate	78.2%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Strengths of the BTA Academic Program:

- Design and execution of culturally relevant pedagogy.
- Multiple entry points and opportunities for students to earn credit daily.
- Focus on college-readiness skills across the curriculum.
- Emphasis on the theatre arts and creative thinking and writing.

Areas for improvement of the BTA Academic Program:

After conducting a comprehensive overview of teachers’ evaluations through the Danielson rubric after the 2014-15 school year, it is clear that students are not “actively engaged in ambitious intellectual activity and developing critical thinking skills” on a consistent-enough basis. We identified the need for more rigorous instruction through the Developing ratings for our staff’s Measures of Teacher Practice, credit accumulation numbers that are approaching 80% for each grade level but have not yet reached that threshold, and some Regents pass rates that remain below 50%. More specifically, June Regents pass rates were as follows:

- Common Core ELA: 58%
- Global Studies: 24%
- US History: 58%
- Living Environment: 40%
- Common Core Algebra: 24%

Priority needs that will be addressed in the goal and action plan for this section (from PPO feedback):

- *“Ensure that expectations for planning and instruction are clearly communicated to all staff members.”
- *“Ensure that the pacing of lessons is structured to maximize opportunities for students to engage in high levels of thinking, writing, and discourse.” (Danielson Framework 3B and 3C)
- *“Ensure that activities implemented in class are closely aligned with the instructional objective and require students to be cognitively engaged in challenging work.”

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Through regular classroom observations, weekly teacher/administrator meetings, and effective, collaborative teacher teams, 80% of BTA teachers will average 3 or higher for Domain 3c, Engaging Students in Learning, resulting in stronger Credit Accumulation and higher Regents Exam pass rates.

More specifically, Regents Goals for the year:

Common Core ELA: 65% in January, 75% in June

Global Studies: 50% in January, 55% in June

US History: 70% in January, 70% in June

Living Environment: 55% in January, 60% in June

Common Core Alg.: 55% in January, 50% in June

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Our plan to improve rigorous instruction at BTA begins with our Instructional Focus for 2015-2016: Literacy Across the Curriculum. By focusing on teachers’ development and the execution of substantive reading and writing tasks in every class each day, we will provide students with the active cognitive engagement and ambitious intellectual activity that they deserve.</p>	<p>All Teachers</p>	<p>September – June</p>	<p>Administration, NYC Writing Project, BTA PD Team</p>

<p>Our completed scopes and sequences for all courses have been updated and uploaded to the BTA Google Drive, and they are living documents that are reviewed and revised regularly. Additionally, administrators have made their expectations clear for everyday lesson planning, collecting lesson plans during every class visit and providing specific feedback on them during TAMs and in writing through Teach Boost. Our partnership with the New York City Writing Project will buttress the improvement of our pedagogical best practices, and monthly PD cycles will provide teachers with the opportunity to receive feedback from colleagues about their lesson plans and to review student work products to identify trends and make adjustments as necessary.</p>			
<p>Bi-weekly classroom observations for every BTA teacher, followed by specific, actionable feedback and next steps. Weekly Teacher/Administrator Meetings (TAMs) with specific agendas and deliverables, utilizing Teach Boost software to track teachers' progress toward goals and to identify effective next steps. The explicit expectations and "look fors" in common practices to ensure school-wide movement in 3c to engage students in rigorous instruction are as follows:</p> <ul style="list-style-type: none"> -opportunities for substantive reading and writing in every class period every day, across the curriculum -at least 20 minutes of sustained student time on task in every 45-minute lesson -evidence of annotation and active, cognitively engaged literacy practices -opportunities for students to explain their thinking and support their stances with substantive textual evidence -evidence of the 7 Habits of Highly Effective Readers, particularly making connections, activating schema, and making inferences. 	All Teachers	September-June	Administration
<p>Implementation of the Wilson Reading Program to support students who struggle with literacy; 9th Period SETSS and 9th Period Support Classes for lowest third students; 6th Period ELL support.</p>	All Teachers	September – June	Administration SpEd Coordinator Guidance Counsel.
<p>Implementation of Skedula and PupilPath with parent accounts so parents can track their childrens' progress and communicate with teachers; printed progress reports backpacked/mailed home every 3 weeks; utilization of the Remind app to communicate with families.</p>	All Staff	September – June	Administration Parent Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

-NYU Teacher Team Summer Institute -Department-wide Common Planning periods

-Teach Boost Software -Inter-visitations at BTA, at South Shore, and off campus

-Wilson Reading Program Partnership (Fully Funded) -2 Literacy Instructional Leads who teach 4 periods and coach 1

-Skedula / Pupil Path -Remind (Free Smart Phone Application)

-Google Chromebooks –Partnership with NYC Teaching Fellows Summer Institute

-Partnership with the AP Expansion Program -Partnerships with CUNY LINCT Program & College Now

-Partnership with the Princeton Review -Leveled reading levels in every class

-Purchase of NYC DOE Core Curriculum materials

for Math and ELA

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Mid-Year Conferences with all teachers to review first semester MOTP ratings and evaluate progress toward goals.

Marking Period Scholarship Reports for every teacher and First Semester Credit Accumulation, reviewed by Grade Teams and Administration to target action plans for subsequent marking periods and 2nd Semester.

January Regents scores, and attending programming revisions and individualized scheduling to meet students’ needs.

Immediately:

- Principal and Assistant Principal will meet with individual faculty members during their weekly Teacher/Administrator Meetings (TAM) and set goals for Marking Period 1 pass rates, January & June Regents pass rates, and individual instructional improvement domains. Individual teacher goals connect directly to school-wide CEP goals.
- Announce and continually emphasize school-wide goals to community through faculty meetings, PA meetings, and student-centered school community meetings. Transparency and clarity around how we will reach each of these goals.
- Weekly meetings between Administrators, Department Leads, the PD Team, and Grade Team Leaders to insure coherence, specific agenda items, and deliverables / next steps.
- Targeted professional development throughout the year to insure growth of teacher leadership qualities and strengthening protocols for collaborative, collegial, productive teacher engagement.
- Pupil Path Progress Reports mailed home every 3 weeks.
- Ability for students and parents to track daily progress via Pupil Path.

2nd Half of 1st Semester:

- Moved to 6 week marking periods instead of quarters in order to communicate student progress to students and families more frequently and to help hold teachers accountable also for consistent grading updates.
- Creating and hosting of Parent Engagement Showcases twice each semester by Grade Team to better engage parents in the life of BTA and provide students with opportunities to celebrate achievements. Our new Parent Coordinator is integral in this.

Monthly school-wide re-visitations of student attendance, discipline referrals, and credit accumulation numbers, including Advisory check-ins, to insure all staff buy-in into programs and initiatives. Open feedback loop through TAMs and PD Exit Tickets and weekly meetings with Grade Team Leaders and Instructional Leads / BTA PD Team.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

As outlined in the opening narrative, BTA is an extremely supportive environment that boasts a vibrant school culture and provides myriad extracurricular opportunities to students. However, there are three primary areas that we need to improve in the year forthcoming. Firstly, our school-wide attendance rate has hovered around 85% for three years, and we need to make more diligent, focused efforts to improve students’ attendance. Secondly, we need to tighten up our discipline systems to clarify and strengthen school-wide protocols and procedures, all the while doing a better job tracking student behavior data. Finally, we need to continue to implement restorative justice practices and improve our already strong student support partnerships and programs to increase students’ social / emotional engagement in the life of BTA and to reduce suspension rates.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Through more concerted efforts from our Attendance Team, Advisory Program, and Grade Teams; the implementation of stronger discipline systems and data collection utilizing Skedula; sustaining and improving our student support systems; and expanding our extracurricular offerings, we will increase school-wide attendance to 88%, reduce student suspension rates by 50%, and boost the number of students earning 10 or more credits to 80% of the 9th, 10th, and 11th grades.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>-Attendance Team will focus on target students (70 – 80% attendance from 2014-15) to improve their rates and work with families of LTAs to mitigate negative impact on overall school numbers; Advisories will work individually and collectively to improve students’ attendance. Additionally, the utilization of PupilPath to communicate with families about students' attendance will enhance reciprocal communication.</p>	<p>“Yellow” attendance students and LTAs</p>	<p>September – June</p>	<p>Administration, Parent Coordinator, Social Worker / Attendance Coordinator</p>
<p>-Stronger school-wide discipline systems have been designed and implemented, including tracking discipline referrals and creating action plans for students with recurring discipline challenges; restorative justice practices and mediation will be increased and improved upon.</p> <p>-Implementation of new merit / demerit system in Skedula and “middle ground” consequence of loss of cell phone privilege.</p> <p>-Continued best practices around mediation, proactive communication, parent outreach, and overall improved school culture.</p>	<p>-At Risk Students, Discipline Challenges, 9th Graders</p>	<p>September – June</p>	<p>AP of Operations, Guidance Counselors</p>
<p>-Recruitment of students into after school and extracurricular programs, expansion of College Counseling program to 9th and 10th Grade, strengthen data tracking systems to measure impact of social/emotional programs on academic progress and achievement. Insure that 75% of BTA students are involved in some sort of meaningful extracurricular pursuit during the school year.</p> <p>-Expansion of After School Offerings to complement Hip Hop Saves Lives and Studio Art, Glee and Productions</p> <p>-Expansion of NY Cares community service program</p> <p>-Implementation of new Duke of Edinburgh program</p>	<p>-All Students</p>	<p>September – June</p>	<p>College Confident Hip Hop Saves Live Arts Liaison and WBL Internship Coordinator, Guidance Counselors</p>

-Utilization of 8th Period C6 Periods for Yearbook, Anime, and other clubs. -Implementation of BTA Dance Program -Greater participation in PSAL Sports -Peer Tutoring and Big Brother/Sister Program, Student Internships			
-Expansion of Fall Play and Spring Musical audiences to engage a larger percentage of the South Shore community and the Canarsie community at large; creation and execution of Winter Showcase and Spring Showcase for students to celebrate their after school programs	-All Students	September-June	Director Fall Play Director Spring Musical Parent Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
-Partnership with Roundabout Theatre -Partnership with New York Cares -Partnership with College Confident -Partnership with Duke of Edinburgh Program -Partnership with Hip Hop Saves Lives -Utilization of 35 mins Tuesday afternoons for Advisory -Partnership with Magic Box Productions -Utilization of 40 min Tuesday afternoons for Grade Teams -9 th Period Elective / Arts Classes -Attendance Incentive Trips -PD Workshops on Restorative Justice Practices -Parent Engagement Events											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
-Review of attendance data at weekly meetings, leading to mid-year evaluation of attendance interventions -Review of discipline referrals and suspension data on a monthly basis, leading to mid-year check in at end of January -Consistently tracking student participation in extra curricular activities, mid-year evaluation to make adjustments.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Because relationships between staff members and the school culture as a whole has improved and strengthened tremendously over the past three years, the time is right for us to implement and execute more effective, data-driven teacher teams. While Grade Teams have met regularly the past three years, they need to be tied more specifically to student progress and achievement, and this year they are taking deep dives into data to drive their action plans and student support. Further, we have created and are executing professional development inquiry teams focused on looking at student work (LASW), consistency of classroom expectations and best practices, and best practices for literacy, college and career readiness, and cultural relevance and engagement. Finally, Department Teams have worked hard to develop strong, Common- Core-aligned curriculum scope and sequences that reflect the City-wide instructional shifts and priorities, and that work will continue. Department-wide grading policies have been established. The ELA Team is currently meeting weekly for a book club on Mosaic of Thought and the 7 Practices of Highly Effective Readers, and the Social Studies team has begun an inquiry cycle focused on improving students' essay writing skills.

More specifically, from our PPO Feedback, our priority needs that will be addressed in this goal and action plan:

”Highlight effective practices for writing and discussion through your teacher team meetings and professional development in order to develop the instructional capacity of teachers.”

”Use teacher team meetings to strengthen the analysis of student work products and use assessment data to identify learning gaps, revise curricula, and implement effective strategies.”

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By executing more effective professional development teams, Grade Teams, and Department Teams, we will improve our data-driven instruction and best practices, resulting in 80% of students in Grades 9, 10, and 11 earning 10 credits or more during the 2015 – 2016 school year and improving Regents scores across the board.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>-Weekly meetings between Administrators and Teacher Leaders to insure coherence, specific agenda items, and deliverables/next steps.</p> <p>-Utilizing the book Data Wise and the NYC DOE Inquiry Guide, we will walk teachers through the process of creating, facilitating, and sustaining effective teacher teams, establishing expectations and specific deliverables for weekly meetings and providing feedback.</p>	<p>PD Team</p> <p>Instructional Leads</p> <p>Grade Team Leaders</p>	<p>September-June</p>	<p>Administration</p> <p>Instructional Leads</p> <p>Grade Team Leaders</p>
<p>-Targeted professional development throughout the year to insure growth of leadership qualities and strengthening of protocols for collaborative, collegial, productive teacher engagement. Specifically:</p> <p>-ELA Department focus on the 7 Habits of Highly Effective Readers</p> <p>-Social Studies Department focus on improving essay writing</p> <p>-Math Department focus on implementing the Common Core shifts</p> <p>-Science Department focus on a creating a stronger scope/sequence</p> <p>-Special Education focus on stronger ICT instruction and useful IEPs</p>	<p>PD Team</p> <p>Instructional Leads</p> <p>Grade Team Leaders</p>	<p>September-June</p>	<p>Administration</p> <p>Teacher Leaders</p> <p>NYC Writing Project</p>
<p>-Monthly school-wide re-visitations of student attendance, discipline referrals, and credit accumulation numbers, including Advisory check-ins, to insure all staff buy-in into programs and initiatives. Grade Team review of scholarship reports after each marking period to make adjustments as necessary to insure stronger credit accumulation.</p>	<p>All Staff</p>	<p>September – June</p>	<p>Administration</p> <p>Teacher Leaders</p>

-Creation and hosting of Parent Engagement Showcases twice each semester by Grade Team to better engage parents in the life BTA and provide students with opportunities to celebrate their achievements.	All Staff	September – June	AP of Operations Grade Team Leaders Parent Coordinator
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<p>-Professional Development monies</p> <p>-Funds for period coverages and per session for Teacher Leader meetings</p> <p>-Resources for PD, including books.</p> <p>-Skedula / Pupil Path / DDS</p> <p>-Teach Boost</p>											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<p>-Weekly teacher leader meetings, monthly all-staff check-ins, mid-year assessment of progress toward team goals during January Regents exams to assess the success and challenges of each team during the First Semester of the year.</p> <p>-Team goals will be set by team members based on analysis of student work, monitored by administrators through weekly TAMs and teacher leader team meetings, and revisited after Interim Assessments based on student results.</p> <p>-All team goals (7 Habits of Highly Effective Readers, essay writing, Common Core shifts, curriculum development, and stronger ICT instruction) are connected to our school-wide instructional focus of Literacy Across the Curriculum and our year-long goals of stronger credit accumulation and improved Regents pass rates.</p> <p>-All goals were developed based on a comprehensive review of student work products from the 2014-2015 school year, with departments focusing on specific skill deficiencies (e.g. making inferences, argumentative essays) with the focus on improving daily instructional best practices to address these needs and provide students with greater consistency.</p>
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	8 th Grade Test Scores Regents Results Credit Accumulation Grade Team Evaluation IEP Needs and Goals Discipline Referrals Parent Request/Input	Wilson Fluency Exercises Focus on personal narratives and argumentative essays Online resources (Performance Series assessments, etc.) Newsela for leveled reading resources	Small Group One-to-One Pull-Out Tutoring	-Tuesday Afternoon Advisory/Tutoring -Thursday Afternoon Extended Tutoring -Saturday Academy -0 Period Support -9 th Period Interventions -Additional ELA /Literacy Support Classes during day
Mathematics	8 th Grade Test Scores Regents Results Credit Accumulation Grade Team Evaluation IEP Needs and Goals Discipline Referrals Parent Request/Input	Focus on basic computation skills Graphing exercises Calculator fluency Online resources (Castle Learning, Kahn Academy, etc.)	Small Group One-to-One Pull-Out Tutoring	-Tuesday Afternoon Advisory/Tutoring -Thursday Afternoon Extended Tutoring -Saturday Academy -0 Period Support -9 th Period Interventions -Additional Math Support Classes during day
Science	8 th Grade Test Scores Regents Results Credit Accumulation	Focus on measurement skills Focus on basic lab skills	Small Group One-to-One Pull-Out Tutoring	-Tuesday Afternoon Advisory/Tutoring -Thursday Afternoon Extended Tutoring -Saturday Academy

	Grade Team Evaluation	Focus on visuals, charts, and graphs		-0 Period Support
	IEP Needs and Goals	Online resources (Castle Learning, etc.)		-9 th Period Interventions
	Discipline Referrals			
	Parent Request/Input			
Social Studies	8 th Grade Test Scores	Focus on DBQ interpretation and responses	Small Group	-Tuesday Afternoon Advisory/Tutoring
	Regents Results		One-to-One Pull-Out	
	Credit Accumulation	Focus on map-reading skills	Tutoring	-Thursday Afternoon Extended Tutoring
	Grade Team Evaluation	Newsela for leveled reading resources		-Saturday Academy
	IEP Needs and Goals	Online resources		-0 Period Support
	Discipline Referrals			-9 th Period Interventions
	Parent Request/Input			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	IEPs	Journaling	Individual	Lunch (7 th Period)
	Counseling / Discipline Referrals	Sharing/Venting	Small-Group	After School
	Teacher Anecdotal	Development of healthier means for expressing emotions	Advisory	Extracurricular Activities
	Attendance Issues	Mediation skills		
	Parent Request/Input	Internalization skills		
		Goals and scaffolded steps to measure progress		

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.
<p>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.</p> <p>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.</p> <p>Strategies for Teaching Assignments: Provide time during teachers' C6 assignments 7th 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.</p> <p>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.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Borough Support Center Instructional Coach(es)</p> <p>Partnership with Breaking the Cycle Consulting</p> <p>Inter-Visitations</p> <p>Other PD offered by the Network</p> <p>Other outside PD</p>

Kim Marshall-led all staff PD

Monthly All-Staff PD led by David Ward, Principal, and Patrice Thompson, Assistant Principal of Instruction

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

N / A

4b. 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.

In Grade Teams, teachers are currently developing BTA Grade Level College and Career Readiness Skills, including specific benchmark assessments and thresholds for reaching readiness in each core discipline.

In Department Teams, teachers utilize backward planning that begins with Regents/AP Exams, then design/refine assessments that are aligned to end goals.

Professional experts in the field visit annually to reinforce the importance of both formative and summative assessment and provide best practices, next steps, etc.

Administrators discuss assessments and assessment results in weekly TAMs with teachers.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	316,248.00 College Confident: \$25,000 CUNY LINCT Program: \$6500 SAT Prep: \$6000 Teach Boost: \$1500 Instructional Supplies: \$22000 After School Arts Programs: \$20,000 After/Before School and Weekend Per Session: \$42,000 Guidance Counselor Per Session: \$2600 Laptops: \$3000 Parent Involvement: \$3,162	X	
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		

Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,210,590.00 Guidance, Social Worker, and Administrator Per Session: \$20,000 PSAL: \$1000 General Supplies: \$500	X	

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not

available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) for Brooklyn Theatre Arts High School (18K567)

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 the school. **Brooklyn Theatre Arts High 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 the school and the families. The 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 the school community. Brooklyn Theatre Arts High 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality 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;

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

School-Parent Compact (SPC) for Brooklyn Theatre Arts High School (18K567)

Brooklyn Theatre Arts High 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by 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 to 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.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Mr. David Ward	Assistant Principal Patricia Thompson/Patrick Tran
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Nicole Florestal-Zizi	School Counselor Justine Astacio/K. Ebanks
Teacher/Subject Area Farah Beaubrun/Math	Parent type here
Teacher/Subject Area Richard Brathwaite/Spec. Ed.	Parent Coordinator Bryan Holness
Related-Service Provider Debbie Hoffert	Borough Field Support Center Staff Member Ronny Rodriguez
Superintendent Lashawn Robinson	Other (Name and Title) ELL CEPS : Christine Etienne

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL 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/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	401	Total number of ELLs	11	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	11	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	2
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	5	Long-Term (ELLs receiving service 7 or more years)	3

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	3	0	1	5	0	0	3	1	1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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										1	1	1		0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										2				0
Haitian										1	2			0
French										1		1	1	0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										1				0
Emerging (Low Intermediate)										2				0
Transitioning (High Intermediate)										2			1	0
Expanding (Advanced)											3	2		0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total													2	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	2		1	
Integrated Algebra/CC Algebra	2		1	
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____	1		1	
Chemistry				
Earth Science				
Living Environment	5		2	
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	6		0	
Geography				
US History and Government	2		1	
LOTE		1		1
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Paste response to questions here: All of our students take the Fall New York City Baseline Assessments in ELA, periodic assessments and about 3 to 4 teacher-created Interim Assessments during the school year. Based on these assessments we will be able to assess the writing skills of our students in English. All students are enrolled in a Saturday morning program that offers students practice with the 4 skills: Listening, Speaking, Reading and Writing. These results provides us with data regarding their ability to read and understand, and which we then use to help guide further instruction and develop differentiated materials.

 At our weekly inquiry meetings teachers share data on students with the ELL teacher, Ms. Florestal-Zizi. We use the data on students to adjust instruction as well as to plan interventions when necessary. Data from exams like the NYSESLAT, the New York City Preassessments in ELA as well as data from the classroom is used. Teachers and the ESL teacher use inquiry spaces to share concerns about students and instructional strategies that work.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Paste response to question here: 2) The NYSITELL helps the ESL teacher to understand what modalities the students are excelling in and what most students are struggling in. NYSITELL data for our newly admitted ELL shows that this student has few fluency issues, but struggles to comprehend text. Literacy skills need to be improved as well as language skills.

 The NYSESLAT similarly informs us of the areas that students are mostly struggling in. BTA has ELLs at all proficiency levels. There is no one continuous pattern other than this. Each student has their own instructional plan and has their own unique skills to work on.

 The New York City Preassessment in ELA tells us that ELLs are struggling with academic text. Their basic skills and level of vocabulary impede them from performing well in the content areas.

 This has informed the ENL teacher instruction by having students read leveled texts. Also, as an instructional goal, the ESL teacher has

laid out a plan to get ELLs reading appropriately at their grade level. Tests show this, that students struggle with the reading and therefore struggle with the writing. The ENL teacher includes read alouds of fiction and non fiction texts as well as content area texts. This is done daily for each student to help them improve their listening and reading skills and in turn their writing.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Paste response to question here: The data reveals that the majority of our ELLs are on or almost on track to graduate on time due to regents grades and credit accrual. The data also reveals that most of our ELLs do not pass the Science, Math, and Social Studies regents exams the first time. Most of our ELLs are earning passing grades in their classes and have good attendance. All of our ELLs have gone up at least one proficiency level on the NYSESLAT in 2015.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

Paste response to questions here: 4) As students spend more time in our school and participate in our programs their English speaking improves. We hope to improve their reading, writing and listening in academic English. What has been noticed is that as the students continue in their high school careers, their English language proficiency increases. Logically, most of our advanced students have been in the ENL program for multiple years while the beginners are new to the school and the program. We cannot determine how ELL students perform on their native language tests as compared to the English assessments because our ELL students take their major assessments in English using the native language version only as an additional resource or guide.

NYSESLAT, NYISTELL, and the New York City Preassessments in ELA show our students struggling with their reading and writing. Additionally, all students take midterm and final exams that have been implemented in all subjects this year. The student scores on these exams will be used to assess what basic skills the ELLs lack or require further help with as well as to assess what content they understand in a particular subject. Ms. Florestal-Zizi, the ENL teacher, will also use the midterm exams to decipher areas that she can help the subject area teachers find effective strategies to use with the ELL students.

We provide students with tests in English, and where possible allow the use of dictionaries (such as French or Creole, or Spanish) or with assisted translation.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Paste response to question here:

N/A

6. How do you make sure that a student's new language development is considered in instructional decisions?

Paste response to question here: Content Teachers are encouraged to incorporate home language glossaries into their lesson plans, and ELLs are always offered the opportunity to use a home language dictionary to assist them. Teachers also use our school's targets of measurement when designing instruction.

7. For dual language programs, answer the following:

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

Paste response to questions here:

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

Paste response to question here: ANSWERS FOR NUMBERS 1-8: REVIEW AND ANALYSIS OF THE ASSESSMENT DATA

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 through the guidance office and using Skedula are analyzed to target skill-based instruction in the classroom. This discussion focuses on Academic Language learning as well.

The ENL 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 ENL 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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

Paste response to question here: 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 ENL 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 ENL 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.

After meeting with a new student, the HLIS is completed. The intake team determines the home language of the parents and uses an interpreter while conducting the interview. Students are given the NYSITELL and Spanish LAB if their home language is Spanish. If it is determined that the ELL may be SIFE, they are administered the LENS. The ELL Coordinator and Guidance Counselor conduct all interviews.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Paste response to question here: If upon intake the ELL may be considered a SIFE, they are administered the LENS within 30 days of enrollment. The LENS is a provided assessment that assesses a student's home language level and how it may affect their English acquisition.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Paste response to question here: The LPT consists of a certified Special Education Teacher, a certified ENL Teacher, Guidance Counselor, other Special Education Provider, and a parent of a student. This team goes over the incoming student's IEP if they have one and work to make a determination if the student's classifying condition is slowing down language acquisition or if it is a problem of amount of language acquired. Ultimately, the LAP determines whether or not a student takes the NYSITELL based on their abilities.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Paste response to question here: The ELL Coordinator has templates of all required school letters in all languages of current ELLs. The ELL Coordinator ensures that all letters are mailed within 5 school days of the NYSITELL being scored.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
 Paste response to question here: At the parent orientation meeting, all parents are informed of their right to appeal their child's ELL status within 45 days of enrollment.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
 Paste response to question here: The ELL Coordinator makes phone calls and sends letters inviting the parents of ELLs to the ELL parent orientation meeting. At the meeting, the 3 program choices are explained to the parents and all questions about their student's rights and choices are answered. The ELL Coordinator ensures that this occurs within the timeframe given in CR Part 154. If no choice is selected, then all incoming ELLs will be placed into a transitional bilingual program if there are enough students in a two grade band.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
 Paste response to question here: Paste response to question here:
 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.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
 Paste response to question here: The ELL Coordinator maintains a list of all Parent Survey and Program Selection choices so that if TBE or DL choices hit the required threshold. they can start a new program.
9. Describe how your school ensures that placement parent notification letters are distributed.
 Paste response to question here: The ELL Coordinator places all parent notification letters in the mail, keeps a copy in their ELL records and puts one copy in the cumulative record of the ELL.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
 Paste response to question here: The ELL Coordinator places all notification letters in the mail, keeps a copy in their ELL records and puts one copy in the cumulative record of the ELL.
11. 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:
 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.
 The ELL Coordinator always uses ATS reports to determine which ELLs are eligible to take the NYSESLAT in April. The ELL Coordinator then goes through the schedule of all of the ELLs and brings them into an empty classroom. The ELLs stay in this room taking the NYSESLAT until they are finished. The Speaking section is administered by other teachers before the written portion. The ELL Coordinator plans the speaking section based on the students and teachers' schedules.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
 Paste response to question here: The ELL Coordinator places all notification letters in the mail, keeps a copy in their ELL records and puts one copy in the cumulative record of the ELL. All letters will be sent home within the first 10 school days of the school year.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
 Paste response to question here:
 Most of our parents list ENL as their choice in ELL Program. During the parent orientation meeting, we have older ELLs that speak their home language speak to the parents and tell them of their success. The parents usually feel comfortable with the results they see in the students and choose to put their child in the same program.

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.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

- a. Freestanding ENL program.

Students are grouped by proficiency levels into freestanding ENL class with our ENL Teacher. There are no more than 2 contiguous grades in each class. Entering and Emerging ELLs are placed into the stand alone ENL class. In this class the ENL Teachers works with the students on improving their academic language skills across all content areas. All ELLs are placed into integrated co teaching classes with a content Teacher and an ENL Teacher.

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 ENL 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 ESN 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.

- b. TBE program. *If applicable.*

Paste response to questions here: N/A

- c. DL program. *If applicable.*

Paste response to questions here: N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Paste response to questions here: Students are grouped by proficiency levels into freestanding ENL class with our ENL Teacher. There are no more than 2 contiguous grades in each class. Entering and Emerging ELLs are placed into the stand alone

ENL class. In this class the ENL Teachers works with the students on improving their academic language skills across all content areas. All ELLs are placed into integrated co- teaching classes with a content Teacher and an ENL Teacher.

3. Describe how core content is delivered in each program model. 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 here: Since this school only has a freestanding ENL program, all content instruction is delivered in English. The ENL Teacher works closely with the content area Teachers in planning instruction so that it is accesible by the ELLs. In addition, all ELLs have access to content specific glossaries and dictionaries in their home language. Materials that are more accessible to the ELLs which include visual representations of vocabulary, and more simple text samples.

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

Paste response to question here: All classrooms contain culturally relevant and Native Language books for the students in their home language. Their Native Language reading levels drive instruction and planning.

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: All ELLs are give the NYC periodic assessment in ENL which assesses each student through the 4 modalities of language acquisition. In addition, ELLs are given project based formative assessments that allow teachers to assess the 4 modalities of language instruction, to better target skills when designing instruction.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Paste response to questions here:

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 is 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 theses 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 Grade Teams as we witness successful strategies in action.

- For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.

Paste response to questions here: The language access team manages the initial identification process, and also can identify students that are eligible for the re-identification process within 45 school days of being initially identified.

- 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:
ELLs WITH SPECIAL NEEDS

The ELL students in our school that have been 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. Teachers of ELL-SWDs use graphic organizers and other scaffolding materials when designing instruction for content area classes. The Grade teams in the school provides the ELL Coordinator and content area Teachers with additional ideas and materials to target each ELL-SWD's classifying condition.

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

Paste response to question here: Paste response to question here:

The ELL Coordinator works closely with the ICT Coordinator to create an action plan that best serves the ELL-SWD's language and IEP needs. ELL-SWDs are programmed first to ensure that their language and IEP needs are being met. The ELL Coordinator and ICT Coordinator work closely together with the ELL-SWD's Teachers to ensure that instruction is effective for the particular student.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA or Content Area, or other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.

*Note “other approved services” does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study per week (540 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <u>or</u> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <u>or</u> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

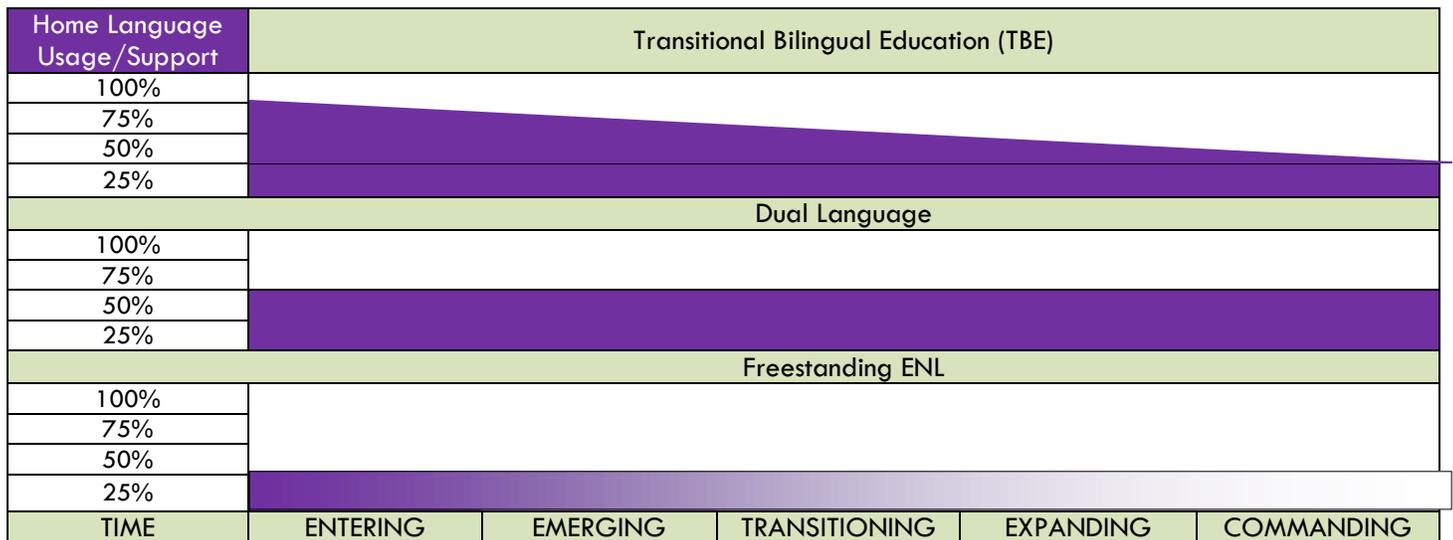


*: Chart “r approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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:

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.

The ENL Teacher sits in the Grade/Inquiry Team with a teacher in each of the content areas and can push in when further necessary. The ENL Teacher plans lessons with the content area Teachers to specifically target the skills where our ELLs need additional instruction. Class Assessments are also designed to be able to identify the high-needs skills in each content area. All Teachers follow the 3-tiered response to intervention model.

11. 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: Our current program is effective in meeting the needs of our ELLs in both content and language development. The ENL Teacher designs instruction that targets and language object through the teaching of a content area subject. All Teachers are made aware of the NYS Education Department policy that all Teachers are Teachers of ELLs and are equally responsible for their education.

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

Paste response to question here: We are planning to have more ELL involvement in the school's Student Government and Student Organization. We want ELL input when we decide where to go for class trips and other activities.

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

Paste response to question here:

N/A

14. 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:

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.

Staff that speak the ELL's home language are available for interpretation at all school events. In addition, ELLs are invited to participate in all school programs through the use of school staff that speak their home language. When ELLs are at school events, they work closely together with their ENL Teacher and other staff that speak their home language in order to fully participate.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Paste response to question here:

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.

We provide laptops for language support to ELLs that feel they need it. English learner dictionaries and language dictionaries are available for ELLs to use in each class. ELLs are provided with content specific glossaries for each content area.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Paste response to question here:

ENL: Translation services, regents glossaries, and home language dictionaries are provided to all ELLs.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Paste response to question here: The ELL Coordinator conducts spot checks of ELL compliance records, and observes classroom instruction to ensure that all ELL instruction aligns to the NYS Regents Examinations and contains grade level informational text.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Paste response to question here: School tours and program outlines are conducted with new ELLs and their parents in their home language. The parents of new ELLs also meet with the ELL Coordinator and Guidance Counselor for a conference to answer any question they may have.
19. What language electives are offered to ELLs?
Paste response to question here: Our school currently only offers French as a Foreign Language, with the ability to take the LOTE exam.
20. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

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.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Paste response to question here:
All Teachers of ELLs will participate in professional development relating the instruction of ELLs. There are weekly 60-minute PD sessions held every Monday after the instructional day, and in addition, Teachers can be sent to PD sessions throughout the year. Similar PD opportunities will be afforded to school secretaries and assistant principals. 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 1-hour sessions. In addition, the ENL 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.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Paste response to question here: The ELL Coordinator will hold in school Professional Development sessions on the instruction of ELLs that total at least 15% of all Professional Development time. The sessions will be designed to have participants feel like newly arrived ELLs, so that they can see what it is like to learn academic content with minimum language skill.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Paste response to question here: We provide new ELLs with ELLs that speak the same home language and have been in the school for at least a year to walk with them from class to class and to serve as a general mentor. These ELL mentors follow the student for their first semester in the school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Paste response to question here: The ELL Coordinator works closely with the Peer Collaborative Teacher and Professional Development team on planning Professional Development sessions to ensure that 15% of all Profesional Development hours are ELL and SWDs related. All topics and agendas for Professional Development sessions are kept by the school administrative staff.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Paste response to question 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.

After January Regents week, the ELL Coordinator invited all parents of ELLs to come to school for a mid year summary and debriefing. Parents have the opportunity to ask any questions about their student's progress and the programs that the school provides.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response to question here: All records of parental meetings and contact are kept in a spreadsheet that is created and maintained by the ELL Coordinator.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Paste response to question here: 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.

All ELL parents are invited to be a part of the school PTA. Interpretation services can be provided to the parents if needed. The parent coordinator acts as an advocate for the parents and ensures that parents of ELLs are included in school functions.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Paste response to question here:

N/A

5. How do you evaluate the needs of the parents?

Paste response to question here: Parents are contacted throughout the year to determine what needs should be addressed and ways that we can improve our ENL program. All parents are invited to come to the mid-year ENL review conference to voice their concerns. The parent coordinator acts as the point of contact for parents.

6. How do your parental involvement activities address the needs of the parents?

Paste response to question here: Interpreters are provided at any activity that an ELL parent may attend. Parents may contact the parent coordinator if they are not satisfied with any of the services that are provided to them.

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response here:

Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
David Ward	Principal		12/16/15
Patrice Thompson	Assistant Principal		12/16/15
Brian Holness	Parent Coordinator		12/16/15
Nicole Florestal-Zizi	ENL/Bilingual Teacher		12/16/15
	Parent		
Farah Beaubrun, Math	Teacher/Subject Area		12/16/15
Richard Brathwaite/Spec. Ed	Teacher/Subject Area		12/16/01
	Coach		
	Coach		
Kristopher Ebanks	School Counselor		12/16/15
Lashawn Roboinson	Superintendent		12/16/15
Ronny Rodriquez	Borough Field Support Center Staff Member <u>Brooklyn South</u>		12/16/15
Jeanne Pradel	Other <u>ESL Paraprofessional</u>		12/16/15
Debbie Hoffert	Other <u>Speech Language</u>		12/16/15
Justine Astacio	Other <u>School Counselor</u>		12/16/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

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

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

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: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

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. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

We will hold formal face-to-face meetings with parents during Citywide parent conferences, individual meetings with parents, PTA meetings, guidance counselor meetings or calls to parents, and other schoolwide and citywide events where needed.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Once the need for interpretation is identified, we follow the steps in question #1C. We will then inform parents of their right to free translation and interpretation services. The multilingual brochure for limited-

English (LEP) parents is provided, including the "I Speak" card. This will direct parents to translated content on the DOE website.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Additionally to the procedures in question #1C, the staff learns about the T & I during PDs; copies of the T & I brochure is distributed to the staff members with the Language Interpretation Guide.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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).

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The parents have unlimited access to the school, the Language Access Coordinator and to the Parent Coordinator. The cut out "I Speak" card directs parents to translated content on the DOE website and asks them to provide their feedback on the language services they receive at their school.

