



BROWNSVILLE ACADEMY HIGH SCHOOL

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 17K568
ADDRESS: 1150 EAST NEW YORK AVENUE
BROOKLYN, NY 11212
TELEPHONE: (718) 778-7305
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 17K568 **SCHOOL NAME:** Brownsville Academy High School

SCHOOL ADDRESS: 1150 East New York Avenue – Brooklyn, NY 11212

SCHOOL TELEPHONE: (718) 778-7305 **FAX:** 718-778-7385

SCHOOL CONTACT PERSON: LaShawn Robinson **EMAIL ADDRESS:** LRobinson5@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ketisha Peters

PRINCIPAL: LaShawn Robinson

UFT CHAPTER LEADER: Karl Plummer

PARENTS' ASSOCIATION PRESIDENT: Janice Sanford

STUDENT REPRESENTATIVE: Geneva Clark-Kelley
(Required for high schools)

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 17 **SSO NAME:** Children's First Network #8

SSO NETWORK LEADER: Anya Hurwitz

SUPERINTENDENT: Ainslie Cumberbatch

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

| Name | Position and Constituent Group Represented | Signature |
|------------------------------|--|-----------|
| LaShawn Robinson, Staff | *Principal | |
| Lana Phillips, Staff | Assistant Principal Administration (Principal’s Designee as needed) | |
| Katwona Warren, Staff | Assistant Principal Supervision (Principal’s Designee as needed) | |
| Ketisha Peters, Staff | School Leadership Team Chair | |
| Karl Plummer, Staff | UFT Chapter Chairperson or designee | |
| Janice Sanford, Parent | *PA/PTA President or Designated Co-President | |
| Janice Sanford, Parent | Title I Parent Representative <i>(suggested, for Title I schools)</i> | |
| Danielle Moorer, Staff | DC 37 Representative, if applicable | |
| Geneva Clark-Kelley, Scholar | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| Anderson Ali, CBO | CBO Representative, if applicable | |
| Glenda Dow, Parent | Parent | |
| Rochelle Copeland, Parent | Parent | |
| Thelma Lyle, Parent | Parent | |
| | | |
| | | |

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Vision

Brownsville Academy High School envisions our school as a community of life-long learners where scholars, parents, staff and other stakeholders are actively engaged in the educational process. Scholars will develop leadership skills that will empower them to excel academically, socially and emotionally and enable them to further their educational goals and become caring, responsible and respectful members of a society. Scholars will develop important decision-making, critical thinking and technological skills enabling them to communicate effectively. All members of Brownsville Academy High School will share responsibility for creating a positive and supportive educational environment and for achieving successful scholar outcomes.

Mission Statement

We are a school community dedicated to providing a nurturing, safe, scholar-centered environment for all scholars including those with special needs and English Language Learners to mature and develop as productive members of society. Our goal is to foster the development of our scholars to achieve academic excellence by engaging in community service with collaborative partnerships with parents, faculty and community organizations through internships and college experiences that will guide them towards professional success.

About Us...

Brownsville Academy High School (BAHS) is a Diploma Plus transfer high school for scholars who are awaiting an opportunity to unleash their full potential in a small high school setting. Diploma Plus is a highly successful model for scholars who have not had success in traditional comprehensive high schools. Diploma Plus was developed by the Center for Youth Development and Education (CYDE), a Massachusetts corporation dedicated to workforce development and education reform. In September of 2004, Brownsville Academy High School opened in New York City as the *first* Diploma Plus School. We currently serve 250 over-aged, under-credited scholars who have fallen behind their cohort in regards to credit and Regents accumulation.

Scholars at Brownsville Academy High School are provided with an opportunity to accelerate their credits in a scholar-centered environment via BAHS's competency-based, thematic curriculum that is aligned with New York City and State Standards. In fact, since BAHS's inception, scholars have consistently achieved a 90% passing rate on their Regents examinations. In addition, the caring, dedicated staff is familiar with and attentive to the developmental needs of young adults and offers engaging, interdisciplinary projects based on the individual needs of each scholar. To support the school's culture and meet the needs of diverse learners, a range of teaching and learning methodologies are used, including project-based learning, inquiry-based approaches, differentiated instruction, higher order thinking and specific skills development strategies.

To foster a supportive environment, each scholar participates in a Leadership class which is similar to an Advisory program. However, at Brownsville Academy High School the goal of Leadership is to empower scholars to become independent thinkers, clear communicators, and effective problem-solvers who are prepared to meet the challenges of adulthood. Further, there is a strong portfolio culture in which scholars demonstrate what they know and gain recognition for their academic achievement.

To prepare our scholars for college and the real world, they are required to enroll in the College Now program where scholars receive college credit at one of the following participating institutions: Brooklyn College, John

Jay College of Crimonology, Medgar Evers College or New York City College of Technology. Scholars also complete an internship with our Community Based Organization, The New York City Mission Society through the Learn to Work initiative, and create a Portfolio comprised of exemplary work, accomplishments and awards they have received while attending our illustrious institution. Lastly, scholars must participate in a community service project.

There is a multitude of extra-curricular activities the scholars are engaged in within the school, including the school newsletter, "The Brownsville Buzz," and the elite group of Ambassadors. In addition, our scholars are also involved in many extra-curricular community service activities, such as a voter registration drive, Breast Cancer, Diabetes and AIDS Walks, and the Model United Nations Program. At Brownsville Academy High School we foster an atmosphere of excellence throughout our courses of study, community and school based activities and scholar support systems.

These are just a few accomplishments and activities available at Brownsville Academy High School. During the 2009-10 academic year, we plan to broaden the horizon at BAHS by implementing Writing Across the Curriculum and refining our portfolio process.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | | | |
|---|---------------------------------|-------------|---------|--|--------------|----------|----------|
| School Name: | Brownsville Academy High School | | | | | | |
| District: | 17 | DBN: | 17K568 | School BEDS Code: | 331700011568 | | |
| DEMOGRAPHICS | | | | | | | |
| Grades Served: | Pre-K | | 3 | | 7 | | 11 |
| | K | | 4 | | 8 | | 12 |
| | 1 | | 5 | | 9 | | Ungraded |
| | 2 | | 6 | | 10 | √ | |
| Enrollment | | | | Attendance - % of days students attended: | | | |
| (As of October 31) | 2006-07 | 2007-08 | 2008-09 | (As of June 30) | 2006-07 | 2007-08* | 2008-09 |
| Pre-K | 0 | 0 | 0 | | 66.1 | | |
| Kindergarten | 0 | 0 | 0 | Student Stability - % of Enrollment: | | | |
| Grade 1 | 0 | 0 | 0 | (As of June 30) | 2006-07 | 2007-08 | 2008-09 |
| Grade 2 | 0 | 0 | 0 | | 62.2 | 55.7 | 62.5 |
| Grade 3 | 0 | 0 | 0 | Poverty Rate - % of Enrollment: | | | |
| Grade 4 | 0 | 0 | 0 | (As of October 31) | 2006-07 | 2007-08 | 2008-09 |
| Grade 5 | 0 | 0 | 0 | | 68.0 | 66.4 | 68.4 |
| Grade 6 | 0 | 0 | 0 | Students in Temporary Housing - Total Number: | | | |
| Grade 7 | 0 | 0 | 0 | (As of June 30) | 2006-07 | 2007-08 | 2008-09 |
| Grade 8 | 0 | 0 | 0 | | 3 | 3 | 3 |
| Grade 9 | 0 | 0 | 0 | Recent Immigrants - Total Number: | | | |
| Grade 10 | 126 | 71 | 107 | (As of October 31) | 2006-07 | 2007-08 | 2008-09 |
| Grade 11 | 72 | 70 | 60 | | 0 | 3 | 0 |
| Grade 12 | 59 | 69 | 56 | Special Education Enrollment: | | | |
| Ungraded | 0 | 0 | 0 | (As of October 31) | 2006-07 | 2007-08 | 2008-09 |
| Total | 257 | 210 | 223 | | 0 | 3 | 0 |
| Special Education Enrollment: | | | | Suspensions (OSYD Reporting) - Total Number: | | | |
| (As of October 31) | 2006-07 | 2007-08 | 2008-09 | (As of June 30) | 2006-07 | 2007-08 | 2008-09 |
| # in Self-Contained Classes | 0 | 0 | 0 | Principal Suspensions | 0 | 1 | 5 |
| # in Collaborative Team Teaching (CTT) Classes | 0 | 11 | 15 | Superintendent Suspensions | 0 | 5 | 3 |
| Number all others | 0 | 0 | 0 | Special High School Programs - Total Number: | | | |
| <i>These students are included in the enrollment information above.</i> | | | | (As of October 31) | 2006-07 | 2007-08 | 2008-09 |
| English Language Learners (ELL) Enrollment: | | | | CTE Program Participants | N/A | N/A | 0 |
| (BESIS Survey) | | | | Early College HS Program Participants | 5 | 1 | 5 |
| (As of October 31) | 2006-07 | 2007-08 | 2008-09 | Number of Staff - Includes all full-time staff: | | | |
| # in Transitional Bilingual Classes | 0 | 0 | 0 | (As of October 31) | 2006-07 | 2007-08 | 2008-09 |
| # in Dual Lang. Programs | 0 | 0 | 0 | | 15 | 18 | 17 |
| # receiving ESL services only | 5 | 8 | 5 | Number of Teachers | | | |

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | | | |
|--|---|---------|---------|--|---------|---------|---------|
| # ELLs with IEPs | 0 | 0 | 0 | Number of Administrators and Other Professionals | 5 | 9 | 7 |
| These students are included in the General and Special Education enrollment information above. | | | | Number of Educational Paraprofessionals | N/A | 0 | 0 |
| Overage Students (# entering students overage for grade) | | | | Teacher Qualifications: | | | |
| | 2006-07 | 2007-08 | 2008-09 | (As of October 31) | 2006-07 | 2007-08 | 2008-09 |
| (As of October 31) | 65 | 50 | 58 | % fully licensed & permanently assigned to this school | 100.0 | 100.0 | 100.0 |
| | | | | % more than 2 years teaching in this school | 20.0 | 33.3 | 61.1 |
| | | | | % more than 5 years teaching anywhere | 40.0 | 27.8 | 38.9 |
| Ethnicity and Gender - % of Enrollment: | | | | % Masters Degree or higher | 67.0 | 67.0 | 67.0 |
| (As of October 31) | 2006-07 | 2007-08 | 2008-09 | % core classes taught by "highly qualified" teachers (NCLB/SED definition) | 84.3 | 100.0 | 83.1 |
| American Indian or Alaska Native | 0.4 | 0.5 | 1.3 | | | | |
| Black or African American | 84.4 | 86.2 | 85.7 | | | | |
| Hispanic or Latino | 14.4 | 11.9 | 11.7 | | | | |
| Asian or Native Hawaiian/Other Pacific Isl. | 0.0 | 0.5 | 0.0 | | | | |
| White | 0.8 | 1.0 | 0.9 | | | | |
| Male | 44.8 | 46.2 | 46.6 | | | | |
| Female | 55.2 | 53.8 | 53.4 | | | | |
| 2009-10 TITLE I STATUS | | | | | | | |
| √ | Title I Schoolwide Program (SWP) | | | | | | |
| | Title I Targeted Assistance | | | | | | |
| | Non-Title I | | | | | | |
| Years the School Received Title I Part A Funding: | | | | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
| | | | | | | √ | √ |
| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY | | | | | | | |
| SURR School (Yes/No) | If yes, area(s) of SURR identification: | | | | | | |
| Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance: | | | | | | | |
| √ | In Good Standing (IGS) | | | | | | |
| | School in Need of Improvement (SINI) – Year 1 | | | | | | |
| | School in Need of Improvement (SINI) – Year 2 | | | | | | |
| | NCLB Corrective Action (CA) – Year 1 | | | | | | |
| | NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR) | | | | | | |
| | NCLB Restructuring – Year ____ | | | | | | |
| | School Requiring Academic Progress (SRAP) – Year ____ | | | | | | |

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:

Elementary/Middle Level

| | |
|----------|--|
| ELA: | |
| Math: | |
| Science: | |

Secondary Level

| | |
|------------------|-----|
| ELA: | IGS |
| Math: | IGS |
| Graduation Rate: | IGS |

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

| Student Groups | Elementary/Middle Level | | | Secondary Level | | Grad Rate |
|--|-------------------------|------|---------|-----------------|------|-----------|
| | ELA | Math | Science | ELA | Math | |
| All Students | | | | X | √SH | √ |
| Ethnicity | | | | | | |
| American Indian or Alaska Native | | | | - | - | |
| Black or African American | | | | √SH | √ | |
| Hispanic or Latino | | | | - | - | |
| Asian or Native Hawaiian/Other Pacific Islander | | | | | | |
| White | | | | - | - | |
| Other Groups | | | | | | |
| Students with Disabilities | | | | - | - | |
| Limited English Proficient | | | | - | - | |
| Economically Disadvantaged | | | | - | √ | |
| Student groups making AYP in each subject | 0 | 0 | 0 | 1 | 3 | 1 |

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| Progress Report Results – 2008-09 | Quality Review Results – 2008-09 |
|--|--|
| Overall Letter Grade: | Overall Evaluation: W |
| Overall Score: | Quality Statement Scores: |
| Category Scores: | Quality Statement 1: Gather Data W |
| School Environment: <i>(Comprises 15% of the Overall Score)</i> | Quality Statement 2: Plan and Set Goals W |
| School Performance: <i>(Comprises 30% of the Overall Score)</i> | Quality Statement 3: Align Instructional Strategy to Goals W |
| Student Progress: <i>(Comprises 55% of the Overall Score)</i> | Quality Statement 4: Align Capacity Building to Goals W |
| Additional Credit: | Quality Statement 5: Monitor and Revise W |

KEY: AYP STATUS

| |
|---|
| √ = Made AYP |
| √ ^{SH} = Made AYP Using Safe Harbor Target |
| X = Did Not Make AYP |
| - = Insufficient Number of Students to Determine AYP Status |

KEY: QUALITY REVIEW SCORE

| |
|---|
| Δ = Underdeveloped |
| ▶ = Underdeveloped with Proficient Features |
| √ = Proficient |
| W = Well Developed |
| ◇ = Outstanding |
| NR = No Review Required |

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

STATE OF THE SCHOOL

New York State School Report Card: Accountability and Overview Report

The New York State School Report Card is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on the school's status under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the school report card on a school's strengths and weaknesses can be used to improve instruction and service delivery to students. Brownsville Academy High School's overall accountability status for the 2008-2009 school year is listed as being in **GOOD STANDING**.

Progress Report

The New York City Progress Report is a fairly new accountability tool. Each school's Progress Report measures scholar year-to-year progress, compares the school to peer schools and rewards success in moving all children forward, especially children with the greatest needs. The progress report is designed to assist principals and teachers in accelerating the learning of all scholars. The Progress report also enables scholars, parents and the public to hold the NYC Department of Education and its schools accountable for scholar achievement and improvement and for ensuring a high quality education for every scholar in NYC's public schools.

We are very proud to report that for the 2007-2008 school year, Brownsville Academy High School's progress report grade was a **B!** In fact, our school was the only Diploma Plus School to receive a progress report grade. We are eagerly awaiting our 2008-2009 progress report card grades which we expect to receive an overall "A."

Quality Review

The Quality Review was developed to assist NYC Department of Education schools in raising scholar achievement. The Quality Review is designed to be a measure of a school's progress in developing a culture of data-driven continuous improvement in regard to scholar achievement and school activities that contribute to increased achievement. The process also provides a structured opportunity for review and constructive feedback, support and encouragement for the school's on-going self-evaluation, and a springboard for school improvement

planning. 2006-07 marked the first year that all city schools went through a Quality review. During the 2008-09 academic year it was noted that:

- Students are active participants in determining their personal goals, have ownership and value the opportunities they are afforded to contribute to the strategic development of their school.
- The comprehensive data the school collects is extremely well used to monitor student progress and accurately identify the next steps in individual and group learning.
- The principal is extremely passionate about and totally committed to providing students with the skills, knowledge and understanding that will greatly enhance their life opportunities.
- With great acumen, the principal, assistants and staff have successfully realigned the strategic direction of the school to bring a robust focus on improving learning and teaching and therefore student outcomes.
- The mutually supportive and extremely purposeful culture that pervades the school is reflected in very high expectations, exceptionally good relationships and a learning environment that is particularly rich in quality and experiences.
- The exceptional work of the inquiry teams is having a significant impact on improving the understanding teachers have in addressing student learning needs enabling them to realign and refocus their teaching as required.
- Staff appreciates greatly the relaxed and open leadership of the school which is beginning to empower them and is reflected in their exceptional commitment to the students and in implementing the aims of the school.

Our overall evaluation was **Well Developed**. These outstanding achievements help to underscore our mission, which is “we are a school community dedicated to providing a nurturing, safe, scholar-centered environment for all scholars” and “to foster the development of our scholars to achieve academic excellence.”

Diploma Plus

This past year has been a very exciting and remarkable year academically for our esteemed school. As we look at outcomes of Diploma Plus schools in New York City last year, Brownsville Academy had the largest number of graduates and the greatest percentage of scholars (100%) accepted to or planning to attend college. In addition, passing rates on Regents tests and retention rates exceeded those of comparable schools. Also, a higher percentage of Diploma Plus scholars were eligible to take the Regents examinations.

The Diploma Plus Model is rooted in four essentials that are designed to support scholar achievement while they are in high school and as they enter post-secondary experiences. The four (4) essentials are a performance-based system, a supportive school culture, a future focus and effective supports. Our 2007-08 Diploma Plus Work Plan effectively implemented the four (4) essentials as evidenced by a mid-year and end year staff evaluation.

- Ten school-wide teams were implemented and decision making was collaborative, school procedures became more efficient and effective and all staff members took ownership of decisions
- A Leadership/Advisory curriculum and handbook was created
- A Scholar Activities Fair was held and scholars were connected to at least two (2) adults in the school
- Math and literacy assessments for all scholars to develop baseline data were conducted
- Ongoing usage of Diploma Plus competencies in all classrooms
- Graduation and Presentation Portfolio Guides were created
- Increase in number of College Now partnerships
- 100% of Plus Phase scholars applied to at least one college/university
- Parent involvement activities included a Parent Retreat in the Poconos
- Staff Resource Center was created
- The Writing Center was created
- Diplomaplus.net was fully implemented

Annual Arts in Schools Report 2008-09

The Annual Arts in School Report is a tool for school leaders to understand the delivery of arts education to every child in the school. The report measures scholar access to and participation in Arts Education and resources to support arts education. This report is an important part of the NYC Department of Education’s effort to ensure that schools are providing scholars with high-quality arts education they need and deserve. The report has been created to help school leaders, parents and teachers understand how they can improve scholar learning in the arts, building on the Blueprint For Teaching and learning in the Arts which provide detailed PreK-12 curricula aligned with state standards.

Scholar access to and participation in arts education indicators note scholar participation in dance performances and theater/drama, contributed artwork in exhibitions and scholar attendance at concerts, dance performances, theater and drama performances and attendance at museums or galleries.

At Brownsville Academy High School we value the arts as evidenced by the percent of scholars who reported that they took one or more classes during the school day. In addition, fewer scholars reported not being offered an arts class during the school day.

| Arts Discipline | Took One or More Classes During School Day | | <u>Were Not Offered Class</u> During School Day | |
|-----------------|--|------------------|---|------------------|
| | This School | All High schools | This School | All High Schools |
| Dance | 64% | 20% | 18% | 59% |
| Music | 50% | 36% | 29% | 47% |
| Theater | 20% | 15% | 64% | 66% |
| Visual Arts | 68% | 52% | 17% | 34% |

Our school had partnerships from several cultural organizations including the award winning Creative Outlet Dance Theatre of Brooklyn, Nyourican Poets Café, and Brooklyn Museum of Art to name a few.

Data Analysis and Triangulation: Major Findings

Upon conducting a thorough review of Children First accountability tools and school based data (i.e. New York State Report Card, Progress Report, Quality Review, Learning Environment Survey, HSST Reports, ATS Reports, etc), the following was determined:

1. Upon review of the 2007-08 Transfer School Progress Report, Brownsville Academy scored 9.2 out of 15 on the School Environment component, 13.5 out of 25 on the Scholar Performance component, and 26.8 out of 60 on the Scholar Progress component. The Progress Report was designed to measure scholar year-to-year progress; therefore scholar progress is the main component and has the greatest value on the report. Brownsville Academy High School has developed a plan of action to increase achievement for each individual scholar, thereby increasing our overall score on the Scholar Progress component of the report.

Further, the Inquiry Team reviewed the New York State Report Card and school based Regents Data and noted the following: Historically, Brownsville Academy High School celebrates its accomplishments in Regents success by boasting passing rates of 90.8%. Upon further review of the

data, it becomes clear that passing rates celebrated at 90.8% are for students' scores ranging from 55% - 100% (with 39.5% of students scoring between 55% and 64%). The actual overall passing rate for Regents exams with students scoring 65% and higher is 51.3%. As we work to improve scholar outcomes, we must focus our attention on this issue. In order to increase our overall score in the Scholar Progress component of the Progress Report, we must ensure that Scholars are passing their regents examinations with a 65% or above. It is also important to note that scholars entering high school in September of 2008 must pass all required regents exams with a score of 65 in order to obtain a Regents or Advanced Regents Diploma. It is imperative that we prepare our scholars and teachers to meet this challenge.

2. The May 2009 New York City Quality Review and classroom observation reports indicate that we need to:
 - Link the outcomes of the existing high quality classroom teacher observations with teachers' self-evaluation to develop and formalize the differentiated professional development goals for all staff.
 - Further refine and improve the accuracy of the well-targeted school goals by aggregating individual student performance data to develop more accurate class, subject and school targets.
 - Continue to develop and expand the range of teaching strategies employed by the staff, especially those that enable students to explore their thinking and articulate their understanding.

The above points represent a snapshot summary of the research, data analysis and triangulation conducted by our school community and the Inquiry Team. To address the recommendations from the Quality Review and to ensure that we are moving scholars to score at levels 3 and 4 on Regents examinations, we plan to focus on moving scholars from level 2 (55-64 Regents scores) to levels 3 and 4 (65 – 100 Regents scores), Writing Across the Curriculum and differentiated professional development goals for teachers (which are directly connected to increasing outcomes for scholars.)

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

The schools instructional goals for the year are focused in the following areas:

Goal #1: To implement Writing Across the Curriculum

To increase the level of rigor in the classroom and improve scholar achievement through writing, we will focus on reinforcing writing across all content areas. Our 2009 Quality Review stated that we must "Continue to develop and expand the range of teaching strategies employed by the staff, especially those that enable students to explore their thinking and articulate their understanding." Writing is a means of helping scholars to explore their thinking and articulate their understanding. To this end, our goals are as follows:

100% of teachers will engage in professional development around Writing Across the Curriculum

100% of teachers will submit a "portfolio worthy" writing assignment that will be aligned with Diploma Plus competencies

Goal #2 To develop differentiated professional development goals for teachers

Our 2009 Quality Review stated that we should "link the outcomes of the existing high quality classroom teacher observations with teachers' self-evaluation to develop and formalize the differentiated professional development goals for all staff." Teacher goals are directly related to increasing outcomes for scholars. To this end, our goals are as follows:

80% of teachers will develop individualized professional development goals. We plan to begin this process with the English, Math, Social Studies and Science departments.

Goal #3: Targeted populations will be studied through the school's inquiry process and 80% of these students will achieve their learning target(s) as identified and measured by our DYO periodic assessments

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**ELA, Math, Science, Social
Studies, Art, Health, Physical
Education, Spanish and Dance**

Subject/Area (where relevant):

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>Goal #1: To implement Writing Across the Curriculum <i>To increase the level of rigor in the classroom and improve scholar achievement through writing, we will focus on reinforcing writing across all content areas. Our 2009 Quality Review stated that we must “Continue to develop and expand the range of teaching strategies employed by the staff, especially those that enable students to explore their thinking and articulate their understanding.” Writing is a means of helping scholars to explore their thinking and articulate their understanding. To this end, our goals are as follows:</i></p> <p>100% of teachers will engage in professional development around Writing Across the Curriculum</p> <p>100% of teachers will submit a “portfolio worthy” writing assignment that will be aligned with Diploma Plus competencies</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <ol style="list-style-type: none"> 1. Professional Learning Community meetings will be held to provide professional development on Writing Across the Curriculum 2. The ELA Department will create an essay writing lesson plan as a resource for the teaching community 3. “How to write an essay” meetings will be held with each department, lead by our Writing Teacher (a former College Composition Instructor and a representative of the ELA department). 4. Each department will be provided with writing resources specific to their department needs. 5. Scholars will complete Portfolio Worthy Assignments in each class 6. Members of the English department will attend writing workshops on Writing Across the |

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| | <p>curriculum and turnkey to members of the staff.</p> <p>7. The writing teacher will push-in to department meeting to provide mini professional development workshops on Writing Across the curriculum</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <ol style="list-style-type: none"> 1. The school schedule will accommodate Professional Learning Community meetings to support professional development in this area 2. The Writing Center will be open during Lunch Periods to assist scholars with their Writing Skills 3. The Lead Teacher will work closely with members of the staff to reinforce the school-wide goals and provide support as needed. 4. The Writing Center and Professional Development Center will serve as additional resources for students and staff. |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ol style="list-style-type: none"> 1. 100% of teachers will engage in professional development around Writing Across the Curriculum by June 2010. 2. 100% of teachers will submit a “portfolio worthy” writing assignment that will be aligned with Diploma Plus competencies by June 2010 3. 100% of teachers will have access to writing resources to support writing in their classrooms 4. Student progress will be monitored using writing rubrics 5. Scholar Portfolio Worthy Writing Assignments (Student Work) 6. Teacher Portfolio Worthy Writing Tasks (Teacher Work) 7. Professional Learning Community Agendas 8. Conference Forms 9. 50% compliance in this area should be obtained by February 2010 |

**ELA, Math, Science, Social
Studies, Art, Health, Physical
Education, Spanish and Dance**

Subject/Area (where relevant):

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| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p>Goal #2 To develop differentiated professional development goals for teachers <i>Our 2009 Quality Review stated that we should “link the outcomes of the existing high quality classroom teacher observations with teachers’ self-evaluation to develop and formalize the differentiated professional development goals for all staff.” Teacher goals are directly related to increasing outcomes for scholars. To this end, our goals are as follows:</i></p> <p>80% of teachers will develop individualized professional development goals. We plan to begin this process with the English, Math, Social Studies and Science departments.</p> |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <ol style="list-style-type: none"> 1. Teachers will work collaboratively with Teaching and Learning Support Staff (administration, Lead Teacher, Mentors, Department Chairs) to identify areas for growth and development 2. Teachers will work collaboratively with Teaching and Learning support staff (administration, Lead Teacher, Mentors, Department Chairs) to develop professional development goals 3. Professional Development will be provided in key focus areas 4. Each teacher will be provided with resources specific to their needs. 5. Teaching and Learning support staff (administration, Lead Teacher, Mentors, Department Chairs) will work collaboratively with teachers to set benchmarks for achieving goals, and monitor/adjust as needed |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <ol style="list-style-type: none"> 1. The school schedule will accommodate Professional Learning Community meetings to support teachers in meeting their goals 2. We will work closely with our Diploma Plus Coach and Empowerment Support Organization to provide additional professional development as necessary 3. The data specialist and administration will help teachers use data to inform instructional practices 4. The Lead teacher will assist teachers with goal setting and monitoring the implementation and progression of goals as needed. |

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| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p> | <ol style="list-style-type: none"> 1. 80% of teachers will develop professional development goals 2. Teachers will set individual professional development goals via the Goal Setting Protocol 3. Progress toward reaching the goal will be monitored via follow-up conferences with the Lead teacher and assistant principal. 50% compliance in this area should be obtained by February 2010 4. Progress will also be monitored with classroom observations, learning walks, bulletin board review, etc. |
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Subject/Area (where relevant): ELA, Math, Science and Social Studies

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| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p>Goal #3: Targeted populations will be studied through the school’s inquiry process and 80% of these students will achieve their learning target(s) as identified and measured by our DYO periodic assessments</p> |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <ol style="list-style-type: none"> 1. 90% of teachers at Brownsville Academy High School will participate in inquiry work/structured professional collaborations to strengthen classroom practice and accelerate student achievement. 2. Goals will be shared with the entire school community, including target population students and parents 3. Each department/Inquiry Team will identify their department’s Target Population & the skills/sub skills to focus on. 4. Each department/Inquiry Team will research effective strategies & best practices for implementation of the intervention 5. Each department/Inquiry Team will set goals & clearly define and communicate the implementation of the strategy 6. Each department/Inquiry Team will evaluate, revisit, revise strategy and examine benchmark results 7. Each department/Inquiry Team will report and discuss findings within departments/teams 8. Each department/Inquiry Team will present departmental findings to entire school and begin to |

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| | <p>plan for school-wide implementations.</p> <ol style="list-style-type: none"> 9. An action plan will be developed to continue this work during the 2010-11 academic year 10. We will work closely with our Diploma Plus Coach and Empowerment Support Organization to provide professional development as necessary 11. The data specialist and administration will help teachers use data to inform instructional practices |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <ol style="list-style-type: none"> 1. The school schedule will accommodate Professional Learning Community meetings 2. The Lead Teacher will be utilized as a resource 3. The Data Specialist will be utilized as a resource |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p> | <ol style="list-style-type: none"> 1. Targeted populations will be studied through the school's inquiry process and 80% of the target population will achieve their learning target(s) as identified and measured by our DY0 periodic assessments 2. DY0 periodic assessment data will be utilized to measure and monitor progress. 3. Scholars will advance one Diploma Plus competency level by February 2010 |

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

| Grade | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|-------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--|---|------------------------------------|---------------------------------------|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| K | | | N/A | N/A | | | | |
| 1 | | | N/A | N/A | | | | |
| 2 | | | N/A | N/A | | | | |
| 3 | | | N/A | N/A | | | | |
| 4 | | | | | | | | |
| 5 | | | | | | | | |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | | | | | | | | |
| 10 | 87 | 72 | 77 | 176 | 91 | NA | 27 | 10 |
| 11 | 53 | 44 | 55 | 120 | 81 | NA | 23 | 12 |
| 12 | 21 | 19 | 26 | 56 | 43 | NA | 17 | 10 |

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

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| <p>Name of Academic Intervention Services (AIS)</p> | <p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p> |
| <p>ELA:</p> | <p>A strategy that we use to improve scholar literacy includes differentiated instruction in all ELA classes. Scholars are also provided with double periods of ELA courses that are aligned with the Diploma Plus competencies and the New York State Standards. The methods of teaching that we use includes whole class group, which incorporates the Workshop Model, small groups and one-to-one instruction. We have a Writing Center which focuses specifically on scholars who struggle in the areas of reading and writing. The Writing Center also serves as a resource for teachers who may need assistance with best practices for teaching writing within their specific content areas. In addition, the English Department is working spearheading the Writing Across the Curriculum project which is designed to promote writing within all content areas which is believed to be the foundation of academic growth and success. Staff members will receive a Writing Handbook, developed by the English department to support the Writing Across the Curriculum project. Further, all scholars benefit from our small school community and small class sizes.</p> |
| <p>Mathematics:</p> | <p>Strategies utilized include gathering data to inform programming and differentiated instruction in all math classes. In addition, we offer after school tutoring, PM School and Saturday School. Once a scholar is in need of A.I.S, an intervention is put in place which consists of programming for Saturday/P.M. school. The method of instruction for both encompasses using the workshop model (small groups, peer tutoring, etc.) As well as whole class activities. Further, all scholars benefit from our small school community and small class sizes.</p> |
| <p>Science:</p> | <p>Services include small group instruction, differentiated instruction, in class science literacy and test taking strategies; after school one-to-one and small group tutoring is offered for additional assistance and regent prep. We also have a state-of-the art science lab which will help to make the learning experiences of the scholars more authentic and allow scholars to make real world connections. Further, all scholars benefit from our small school community and small class sizes.</p> |
| <p>Social Studies:</p> | <p>Some of the strategies used include differentiated instruction, after school tutoring, one-to-one, small group and whole class instruction. Intervention strategies also include peer tutoring, PM School and Saturday School. Further, all scholars benefit from our small school community and small class sizes.</p> |
| <p>At-risk Services Provided by the Guidance Counselor:</p> | <p>Identified at risk scholars are given individual and group counseling, or a behavioral contract. If issues are too complex for school staff, then scholars are referred to an outside agency. Parent/ guidance conference may be requested if needed.</p> |
| <p>At-risk Services Provided by the School Psychologist:</p> | <p>N/A</p> |

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| At-risk Services Provided by the Social Worker: | Identified at risk scholars are given individual and group counseling, or a behavioral contract. If issues are too complex for school staff, then scholars are referred to an outside agency. Parent/ guidance conference may be requested if needed. |
| At-risk Health-related Services: | Social Worker and School Counselors are trained, designated health resource coordinators that give health related information to scholars in regard to HIV & AIDS, STD's & STI's, and safe sex through our condom availability program. |

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.



BROWNSVILLE ACADEMY HIGH SCHOOL
1150 East New York Avenue
Brooklyn, NY 11212

LaShawn Robinson, Principal

Lana Phillips, Assistant Principal

Katwona Warren, Assistant Principal

Telephone: 718-778-7305

Facsimile: 718-778-7385

Language Allocation Policy
2009-2010

Team: LaShawn Robinson, Principal
Lana Phillips, Assistant Principal
Katwona Warren, Assistant Principal
Kevin Rank, Guidance Counselor
Melissa Goodrum, English Teacher
Leon King, Bilingual education Teacher
Kim Day, Parent Coordinator

District: 17

School: Brownsville Academy High School

The Brownsville Academy High School Language Allocation Policy is a school-wide plan designed to address the needs of students that require supportive services as they progress towards academic proficiency in English.

In the United States more than 90 percent of recent immigrants come from non-English-speaking countries. According to the National Center for Education Statistics (1996), there has been a 20 percent increase in the numbers of children who have difficulty with English. Brownsville Academy High School has implemented a school wide plan focused on providing support services for students as they move towards academic proficiency in English. Brownsville Academy is a student-centered *Diploma Plus* high school. Diploma Plus is a formula for success for young people who have not reached their potential in traditional high schools. Diploma Plus was developed by the Center for Youth Development and Education (CYDE), a Massachusetts corporation dedicated to workforce development and education reform. Diploma Plus was introduced in 1996 to two Boston-based community organizations. Brownsville Academy opened in New York City as a Diploma Plus School in September of 2004. The Brownsville Academy High School Diploma Plus program is a precedent setting model bringing together the core elements of a small school program to over-age under-credited students who have failed to thrive in traditional educational settings.

At Brownsville Academy classroom teachers collaborate on instructional methodologies to meet the needs of our English Language Learners (ELLs). Teachers implement strategies that engage students through learning activities which connect to their lives. Diploma Plus combines high expectations for every student, a competency-based approach (in which students progress at their own pace), a small, personalized learning environment, and numerous opportunities to make connections between what is learned in school and the world outside the classroom. Through Diploma Plus, students meet high academic standards and move forward with confidence into the future — to college, the workplace, and responsible adulthood.

Latest available ethnic data show that 90% of our students are African/Caribbean American, 9% are Hispanic and 1% represents other nationalities. The average age of our students is 17 years of age. The

majority of our students reside in all areas of Brooklyn. However, a few students commute from Manhattan, Queens, Staten Island and the Bronx. Brownsville Academy High School has the capacity to serve 250 students. Currently we have eight ELL students. One beginner, five intermediate and two advanced. Each student receives a minimum of 490 minutes of ESL instruction although the requirements range from 180-540 minutes. We currently have one new ELL student, one student in years 4-5, one Special Education ELL and two long-term ELLs. There are five ELLs in grade ten and three ELLs in grade twelve.

ELL Identification Process

Because Brownsville Academy High School is a transfer school, most scholars have been identified as ELLs prior to admission. For the few students that have not been identified, they are administered the LAB-R by the ELL teacher or AP within 10 days of admission and their parent or guardian is given the HLIS to complete. Once the HLIS is returned, a meeting is scheduled with the parent or guardian and the three program options are given. In most cases, the parents select the Freestanding ESL option which is directly aligned with the program offered at our school. In the event that a program is not available, suitable placement is recommended and the number of requests is monitored for possible future programs. Once ELLs have been identified and placed, their individualized instructional programs begin which include heterogeneous freestanding classes. Our strategies for ELL success include effective, scientifically-based methods for the delivery of high-quality first class instruction to all students, including disaggregated subgroups. In addition, we provide Academic Intervention Services (AIS) for students who score below the State-designated performance level on State assessments and/or who are at-risk of not achieving the State standards. All classroom instruction is aligned with City and State standards and is supportive of ESL Instruction.

ELL Admissions Process and Parent Involvement

When a new student is being enrolled for the first time in a NYC school, the parent is given a Home Language Identification Survey to complete. The survey is reviewed by the Guidance Counselor and/or the Bilingual Education Teacher, who conducts an informal interview with the parent to determine possible ELL status and/or SIFE status. A translator is used, if necessary. If it is indicated that the home language is not English, the Bilingual Education Teacher administers the LAB-R exam within ten days of the student's enrollment. The LAB-R is hand scored before being sent to be scored officially, to determine placement and services needed. If the student is indeed determined to be an ELL, the parent is sent an entitlement letter in their home language and is invited to the school for an orientation, within 10 days of the student's enrollment. At the parent orientation, conducted by the Parent Coordinator and Bilingual Education Teacher, the parent is given information about the three programs available to students in NYC, Freestanding ESL, Transitional Bilingual, and Dual Language. Using the Program Selection form provided at this orientation, the parent selects a program for the student. If the parent chooses a Freestanding ESL program, they are placed in our program. If they chose a Transitional Bilingual or Dual Language Program, they are provided with information on the schools that have such programs. If they chose to stay at Brownsville Academy regardless, their program selection form is kept on file, in the event that enough parents select the desired program to start a new program in the future. Trends of the past years show that the freestanding ESL program is the program of choice for 100% of our parents. Our program is therefore aligned with parent choice.

Every year, continued ELL status is determined by the administration of the NYSESLAT. It is administered by the Bilingual Education Teacher, in accordance to the regulations, timelines, and guidelines set forth by NY State. For students who do not receive a proficient score in the NYSESLAT taken the previous Spring, parents are sent continued entitlement letters at the beginning of the school year. These letters, as well as all other communications, are sent home in the parent's home language.

In further foster our relationship with parents, we have a Parent Coordinator who reaches out to parents to provide them with opportunities to become involved in school-wide activities. Some of those activities include the Annual Parent's Retreat, PTA Meetings, Parent Book Club, School Fundraisers, etc.

Programming and Scheduling Information

Brownsville Academy has a certified Bilingual Education teacher. Our certified Bilingual Education Teacher and our Certified English Teacher provide instruction and support for our English Language Learners. Our certified English teacher has experience working with adult ELL populations and has transferred her skill set to working with high school ELLs. Our plan for meeting the needs of ELLs is as follows:

- Students in Beginner (B) ESL classes receive 3 periods per day of ESL instruction (49 minutes each period).
- Students in Intermediate (I) ESL classes receive 2 periods per day of ESL instruction where one of these periods would be a combined class with the Advanced (A) ESL students who receive 1 period per day of Advanced (A) ESL instruction.
- Students in Advance (A) ESL classes would receive 180 minutes per week of ESL instruction and 180 minutes per week of ELA instruction.

Brownsville Academy High School seeks to ensure that teachers are differentiating instructional strategies to address the needs of students who are performing at various educational levels. Of equal importance is the performance of low academic achievers, special education and ELL students. In order to validate our school's vision and mission, we have implemented various differentiated instructional strategies, including writing across content areas, the Workshop Model, academic intervention services, and a strong professional development component to address these issues. Additional support efforts involve:

Academic Intervention Services

In accordance with the No Child Left Behind Act (NCLB) and Brownsville Academy High School's philosophy of high expectations and academic rigor, Academic Intervention Services are an integral component of the learning continuum at Brownsville Academy High School. To ensure that all students achieve proficiency on City and State standardized tests, and to reach their full potential, all measures are taken to make instruction explicit in all content areas, and especially in ELA, mathematics, social studies and science. As a result, it is imperative to supply intensive support services to all at-risk students. It is our practice to use data derived from assessments to further develop teachers' methodologies and inform instruction. This practice enables us to continually monitor and address students' needs. Rubrics are developed to assess student achievement in all content areas. State standardized test scores and in class assessments are utilized to gauge student progress. In addition, the school has developed programs to provide academic intervention services for students who need additional instructional support to meet State learning standards. These services are provided to newcomers, 1-3 year ELLs, 4-6 year ELLs, long-term ELLs, special needs ELLs and discontinued ELLs as needed. These services include counseling, extended day programming, attendance intervention, tutoring, and small class sizes. Parents are notified in writing as to the extent of services offered, the reason for the services, the consequences of not achieving expected performance levels and the termination of academic intervention services.

English Language Arts Instruction

All staff members utilize effective teaching methodologies to promote proficiency in English. The English as a Second Language classrooms use extra linguistic cues such as visuals, props and body language, linguistic modifications such as repetition and pauses during speech, interactive lectures with frequent comprehension checks, cooperative learning strategies, teacher-to-student conferencing, student-to-student conferencing and focus on central concepts by using a thematic approach. These approaches are implemented by certified classroom teachers who receive in-service Professional Development on ways to make subject area content comprehensible to English Language Learners. In addition, all students, including ELLs, receive intensive Regents' preparation.

Collaborative Content Area Instruction

Brownsville Academy High School is excited about our strategic plan for the 2009-2010 academic year. During the 2005-2006 academic year, we implemented common planning time *within* content areas/departments. Last year, we implemented Professional Learning Communities which provided us with an opportunity to meet *across* content areas, providing opportunities for interdisciplinary planning. This year, we implemented Writing Across the Curriculum to ensure that scholars are experiencing sustained and rigorous writing within each content area that is aligned with New York State and Diploma Plus Standards.

As a Children's First school, we will seek assistance from our network to provide professional development on current methodologies to content area teachers in order to meet the needs of our ELL students across the curriculum.

Instructional Strategies

Students attend un-graded, heterogeneously grouped classes where students work under the guidance of a certified teacher to increase student achievement levels. Although scholars are encouraged to write in the English language as often as possible through the use of journals and class notes which are reviewed by their teachers, they are also provided with opportunities to read and write in their native language. The Workshop Model has been implemented in each classroom in the school and students are accustomed to collaborating during the guided practice component of the workshop model. The student to student collaboration affords ELLs an opportunity to formally interact with other students in the classroom (a safe space that is structured and monitored by the teacher). During this time, teachers conference with students to assess their needs and provide feedback.

Our ELL students also have an opportunity to compile portfolios and conduct presentations through our Diploma Plus model. The presentations allow ELL students an opportunity to practice their English speaking skills while presenting the material that they are learning in class. Technology is well integrated in classroom lessons through the use of our portable laptop cart, overhead projectors and Smart boards that teachers have been trained to utilize. This accessible technology will allow all students, including ELLs, an opportunity to access the internet and produce research based work.

Data patterns of ELLs at Brownsville Academy High School reveal that most of our students consistently score at intermediate and advance levels on the NYSESLAT. This data has been provided to ESL teachers so they can tailor instruction to meet the needs of their students and differentiate within the class setting. This data is also used as baseline data and will be used to set personalized goals for each individual ELL.

Professional Development

The principal and assistant principals use observation protocols when observing classes. These forms are reviewed and used to determine the professional development needs of teachers. The observations are used to determine focus areas for the Diploma Plus Professional Development Plan. Our entire school is involved in the implementation of the Diploma Plus program and professional development plays a crucial role in the professional growth of our staff. **All staff members** participate in Professional Learning Communities in which they receive training from they receive training from the ELL teacher regarding strategies for addressing the needs of the ELL population. The ELL teacher receives professional development by attending workshops outside of the school building. A Diploma Plus coach is assigned to our school and conducts classroom visits to teachers in need of additional support. The coach also meets with staff members individually and provides ongoing support.

SIFE Students

Although Brownsville Academy High School does not have any Students with Interrupted Formal Education, they would be supported with ESL and Guidance Intervention support services provided by the Bilingual Education Teacher and the guidance counselor. Literacy support would be provided in the

classroom as well as individual tutoring provided by the Bilingual Education Teacher in the student's native language. The English Teacher and the Bilingual Education Teacher would also utilize a collaborative team teaching approach to address the needs of these students.

Newcomers, Long Term and Special Needs

Students who arrive at Brownsville Academy and are newcomers to the United States or NYC will be assessed using the LAB-R exam. As parents move through the admissions process the results of the exam will be used when choosing the most appropriate program for their child. Students identified as both Special Needs and ELL receive services indicated in the IEP and academic intervention services such as one-on-one tutoring, counseling guidance counseling, extended day programming, small class size, and push –in/pull out methodologies.

Long term ELLs will be placed in small group instruction where the student to teacher ratio will not exceed 10:1. During these classes, ELLs will receive one-to-one instruction and small group tutoring.

Assessment

The NYSESLAT will be administered using state timelines. The results of the test will be used for long term planning and to increase language proficiency of our ELLs.

Transition Plan

Once a student has exited ELL status, by reaching proficiency on the NYSESLAT, they will continue to receive support services, including:

- extended day programming
- individual counseling sessions
- parental outreach
- Regents preparation
- Small class size
- Conferencing
- Portfolio assistance

School Spirit and Collaborations

Students, parents, community and staff are proud of our physical plant, our academic achievements and numerous activities. As you walk through the building you will note that we have beautiful bulletin boards where current student work is exhibited. In addition, you will find:

- Walk of Fame created on first floor with bulletin boards highlighting student academic achievements (Honor Roll and Principal's Honor Roll),
- Principal's Honor Roll Awardees are treated to lunch with the principal and other exciting activities
- Brownsville Ambassadors-Team of students who conduct tours, serve as hosts and assist staff.
- Town hall meetings where academic and attendance achievement certificates are presented to students
- Monthly Attendance Incentives consisting of prizes, movies, and pizza parties
- Tennis Program
- Breast Cancer Walk
- Annual Student Appreciation Day
- Student run school newspaper *The Brownsville Buzz*
- Chess Club
- Student Talent Show
- School Store "*Da Spot*"
- Health Fair
- June Awards Assembly and Arts Festival

- Multi-Cultural Day
- Women's Empowerment
- Men of Purpose
- Step Team

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) 10-12 **Number of Students to be Served:** _____ **LEP** 8 **Non-LEP**

Number of Teachers 1 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Brownsville Academy High School (BAHS) is a scholar-centered, *Diploma Plus* high school located in central Brooklyn. Diploma Plus is a formula for success for young people who have not reached their full potential in traditional high schools. Diploma Plus was developed by the Center for Youth Development and Education (CYDE), a Massachusetts corporation dedicated to workforce development and education reform. Brownsville Academy opened in New York City as a Diploma Plus school in September of 2004. Brownsville Academy represents a precedent setting model, bringing together the core elements of the Diploma Plus small school program to over-age, under-credited scholars who have failed to thrive in more traditional educational settings. In the United States, more than 90 percent of recent immigrants come from non-English-speaking countries. According to the National Center for Education Statistics (1996), there has been a 20 percent increase in the numbers of children who have difficulty with English. Brownsville Academy High School has implemented a school wide plan focused on providing support services for scholars as they move towards academic proficiency in English.

Brownsville Academy High School, a Diploma Plus program, combines high expectations for every scholar, a competency-based approach (in which scholars progress at their own pace), a small, personalized learning environment, and numerous opportunities to make connections between what is learned in school and the world outside the classroom. Through Diploma Plus, scholars meet high academic standards and move forward with confidence into the future — to college, the workplace, and responsible adulthood.

All school planning and teaching strategies requires a systematic review and careful analysis of scholar needs and existing activities to determine how instructional areas can be improved. At BAHS, classroom teachers collaborate on instructional methodologies that will meet the needs of our English Language Learners. Teachers implement strategies that engage the scholars through learning activities which connect to their lives. Our instructional strategies include effective, scientifically-based methods for the delivery of high-quality first class instruction to all scholars, including disaggregated subgroups. In addition, we provide Academic Intervention Services (AIS) for scholars who score below the State-designated performance level on State assessments and/or who are at-risk of not achieving proficiency. All classroom instruction is aligned with New York State standards and is supportive of ESL Instruction.

Brownsville Academy has a certified Bilingual Education teacher. Our certified Bilingual Education Teacher and our English Teacher provides ESL instruction for our ELL scholars. Our plan of action for all ELL levels is as follows:

- Scholars in Beginner (B) ESL classes receive 3 periods per day of ESL instruction.
- Scholars in Intermediate(I) ESL classes would receive 2 periods per day of ESL instruction where one of these periods would be a combined class with the Advanced (A) ESL scholars who receive 1 period per day of Advanced (A) ESL instruction.
- Scholars in Advance (A) ESL classes would receive 180 minutes per week of ESL instruction and 180 minutes per week of ELA instruction.

Scholars are encouraged to write in the English language as often as possible through the use of journals and class notes which are reviewed by teachers. The Workshop Model has been implemented in each classroom in the school and scholars are accustomed to collaborating during the guided practice component of the workshop model. The scholar to scholar collaboration affords ELLs an opportunity to formally interact with other scholars in the classroom (a safe space that is structured and monitored by the teacher). During this time, teachers conference with scholars to assess their needs and provide feedback.

Our ELL scholars also have an opportunity to compile portfolios and conduct presentations through our Diploma Plus model. The presentations allow ELL scholars an opportunity to practice their English speaking skills while presenting the material that they are learning in class. Technology is well integrated in classroom lessons through the use of our portable laptop carts, overhead projectors and Smart boards that teachers utilize. This accessible technology will allow all scholars, including ELLs, an opportunity to access the internet and produce research based work.

I. Parent/Community Involvement:

When a new student is being enrolled for the first time in a NYC school, the parent is given a Home Language Identification Survey to complete. The survey is reviewed by the Guidance Counselor and/or the Bilingual Education Teacher, who conducts an informal interview with the parent to determine possible ELL status and/or SIFE status. A translator is used, if necessary. If it is indicated that the home language is not English, the

Bilingual Education Teacher administers the LAB-R exam within ten days of the student's enrollment. The LAB-R is hand scored before being sent to be scored officially, to determine placement and services needed. If the student is indeed determined to be an ELL, the parent is sent an entitlement letter in their home language and is invited to the school for an orientation, within 10 days of the student's enrollment. At the parent orientation, conducted by the Parent Coordinator and Bilingual Education Teacher, the parent is given information about the three programs available to students in NYC, Freestanding ESL, Transitional Bilingual, and Dual Language. Using the Program Selection form provided at this orientation, the parent selects a program for the student. If the parent chooses a Freestanding ESL program, they are placed in our program. If they chose a Transitional Bilingual or Dual Language Program, they are provided with information on the schools that have such programs. If they chose to stay at Brownsville Academy regardless, their program selection form is kept on file, in the event that enough parents select the desired program to start a new program in the future. Trends of the past years show that the freestanding ESL program is the program of choice for 100% of our parents. Our program is therefore aligned with parent choice.

Every year, continued ELL status is determined by the administration of the NYSESLAT. It is administered by the Bilingual Education Teacher, in accordance to the regulations, timelines, and guidelines set forth by NY State. For students who do not receive a proficient score in the NYSESLAT taken the previous Spring, parents are sent continued entitlement letters at the beginning of the school year. These letters, as well as all other communications, are sent home in the parent's home language.

II. Project Jump Start (Programs and activities to assist newly enrolled LEP scholars):

LEP Scholars who arrive at Brownsville Academy and are newcomers to the United States will be assessed using the LAB-R exam. As parents move through the admissions process the results of the exam will be used when choosing the most appropriate program for their child. Scholars identified as ELLs receive academic intervention services such as one-on-one tutoring, counseling, extended day programming, small class size, and push – in/pull out methodologies. In addition, scholars who are admitted to Brownsville Academy High School are offered an opportunity to participate in our Summer Bridge Program to receive intensive English language instruction and to ensure a smooth transition to Brownsville Academy High School.

III. Staff Development (2009-2010 activities):

The principal and assistant principals use observation protocols when observing classes. These forms are reviewed and used to determine the professional development needs of teachers. The observations are used to determine focus areas for the Diploma Plus Professional Development Plan. Our entire school is involved in the implementation of the Diploma Plus program and professional development plays a crucial role in the

professional growth of our staff. All staff members participate in Professional Learning Communities in which they receive training from they receive training from the ELL teacher regarding strategies for addressing the needs of the ELL population. The ELL teacher receives professional development by attending workshops outside of the school building. A Diploma Plus coach is assigned to our school and conducts classroom visits to teachers in need of additional support. The coach also meets with staff members individually and provides ongoing support.

IV. Support services provided to LEP scholars:

Scholars identified as ELL receive academic intervention services such as one-on-one tutoring, counseling, extended day programming, and small class size methodologies.

V. Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

The principal and assistant principals use observation protocols when observing classes. These forms are reviewed and used to determine the professional development needs of teachers. The observations are used to determine focus areas for the Diploma Plus Professional Development Plan. Our entire school is involved in the implementation of the Diploma Plus program and professional development plays a crucial role in the professional growth of our staff. All staff members participate in Professional Learning Communities in which they receive training from they receive training from the ELL teacher regarding strategies for addressing the needs of the ELL population. The ELL teacher receives professional development by attending workshops outside of the school building. A Diploma Plus coach is assigned to our school and conducts classroom visits to teachers in need of additional support. The coach also meets with staff members individually and provides ongoing support.

Form TIII – A (1)(b)

School: _____ BEDS Code: _____

**Title III LEP Program
School Building Budget Summary**

| | | |
|---------------------------|------------------------|--|
| Allocation Amount: | | |
| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |

| | | |
|--|-----|--|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem | N/A | |
| Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. | N/A | |
| Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. | N/A | |
| Educational Software (Object Code 199) | N/A | |
| Travel | N/A | |
| Other | N/A | |
| TOTAL | N/A | |

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

When scholars and their parents arrive at Brownsville Academy High School for intake/ admission, they are asked what is their primary spoken language. This information is then used to aid in the communication process between parent/ guardian, scholar and staff.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The finding from the data that we collected from our translation documentation indicates that we have ELL students that represent a range of languages including Bengali, Fulani, French, Haitian Creole and Spanish, we translate all pertinent documents. In addition, we utilize our Spanish teacher, the director of our LTW program who is fluent in Haitian-Creole as well as outside support from the Translation and Interpretative Services.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Communications to our bilingual parents is conducted via mail in the same manner as our English speaking parents. However, these individuals are sent correspondent both in English and in their native language. Furthermore, telephone communication is conducted through our Spanish and Haitian-Creole speaking staff members. We also utilize translation services provided through the DOE as needed

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

We communicate with our parents through interpreters that are in-house and we utilize translation services provided through the NYCDOE Translation and Interpretative Services unit.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

To ensure that we are fulfilling the Chancellor's Regulation A-663, we mail correspondences both in English and in native languages to those parents identified as being bilingual from our questionnaire. Furthermore, we also have regular meetings/ conferences with these parents to keep them informed or updated about their child's academic progress.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

| | Title I | Title I ARRA | Total |
|--|---------|--------------|-------|
| 1. Enter the anticipated Title I Allocation for 2009-10: | 181,836 | | |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | 1,630 | | |
| 3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language): | | 665 | |
| 4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | 9,092 | | |
| 5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language): | | 3324 | |
| 6. Enter the anticipated 10% set-aside for Professional Development: | 18,184 | | |
| 7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language): | | 6,649 | |

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 95%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

. General Expectations

Brownsville Academy High School agrees to implement the following statutory requirements:

Brownsville Academy High School is committed to involving parents in decision-making and planning. Successful parent involvement efforts allow parents to provide input in program decisions on issues such as budgeting, curriculum development, discipline policies, and parent involvement activities through advisory councils, discussion groups and other participatory practice.

Parental involvement means the participation of parents in meaningful communication regarding scholar academic achievement, including ensuring—

- (a) that parents play an integral role in assisting their child’s learning;
- (b) that parents are encouraged to be actively involved in their child’s education at school;
- (c) that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

To this end, we (parents and the school community) have worked together to create a Parent Involvement Policy. This Parent Involvement Policy informs parents how the school will work with parents to help the scholars meet academic standards.

II. Description of How School Will Implement Required Parental Involvement Policy Components

Brownsville Academy High School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: **Workshops, Seminars, Parent-Teacher Conferences, Home Educational Enrichment, and Parent involvement in decision making and other aspects of school governance.**

1. **Brownsville Academy High School** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: **parent involvement in decision making and other aspects of school governance**
2. **Brownsville Academy High School** will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve scholar academic achievement and school performance: **These activities included telephone and written home-school communications, attending school functions, workshops, seminars, parent-teacher conferences, home educational enrichment, and parent involvement in decision making and other aspects of school governance.**
3. **Brownsville Academy High School** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. **Evaluation will be in the form of a questionnaire. Parents would be responsible for conducting and discussing the findings.**
4. **Brownsville Academy High School** will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve scholar academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's scholar academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
 - iv. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: **Providing the following workshops for parent: computer, reading club, health & nutrition, read to me, Parenting Styles, College Career Guidance & Counseling, English for Spanish Speakers and Speaking Spanish Proficiently.**

The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: **Monthly Newsletters; Letters; Notices; Fliers; Telephone Calls; School Bulletin Board; Face to face; Scholar Reminders**

- b. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: **Monthly parent workshops, Parent Retreats, etc.**

The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: **Monthly Newsletters; Letters; Notices; Fliers; Telephone Calls; School Bulletin Board; Face to face; Scholar Reminders**

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- o involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- o providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- o paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- o training parents to enhance the involvement of other parents;
- o in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- o adopting and implementing model approaches to improving parental involvement;
- o developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- o providing other reasonable support for parental involvement activities under section 1118 as parents may request.

- o Providing workshops, conferences, and classes that include the following topics: "What's On The Regents Exam"; "How to Study For The Test"; Test Taking Strategies That Work; How Do I Help My Special Needs Child; English As A Second Language and What Works And What Doesn't.

Additionally we will conduct workshops and classes for parents such as:

- Literacy Improvement
- Helping our children learn
- Using the Computer (Microsoft / PowerPoint)
- English as a Second Language
- Special needs, Special children

IV. Adoption

BAHS Parent Compact has been developed jointly with, and agreed on with, parents of scholars participating in Title I, Part A programs, as evidenced by the adoption motion passed at the May, 2005 Parent Association meeting.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and scholars will share the responsibility for improved scholar academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template below as a framework for the information to be included in their school-parent compact. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) Schools and parents, in consultation with scholars, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen scholar academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

Brownsville Academy High School, and the parents of the scholars participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the scholars will share the responsibility for improved scholar academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-10.

School Responsibilities

Brownsville Academy High School will:

- ⇒ provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating scholars to meet the State's scholar academic achievement standards as follows:

With regard to our Title 1 status, Brownsville Academy High School is planning to address our academic deficiencies by offering a wide range of support for both staff and scholars. Academic Intervention Services will include after-school skill building classes, after-school Regents exam preparation classes and Saturday School classes. During the school day, scholars will be supported with efforts in English / Language Arts and Math through "academic coaches" who will provide both push-in and pullout instructional assistance. With regard to staff, AIS will include a comprehensive professional development program that will include workshops focused on Regents preparation, curriculum development and lesson planning. Funding available through the SWP status will be aligned to provide services using the following guideline: 10% for "coach" services, 5% to support the highly qualified teachers program, 1% to provide for parent involvement support and 80% utilization for direct scholar support services. We are committed to supporting high quality teaching by insisting on fully licensed teachers providing instruction within their content area specialty. We will be providing additional professional development support for teachers in successful methodologies directed toward scholar groups such as ELL and Special Needs.

- ⇒ hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual child's achievement.
- ⇒ provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Four report cards will be distributed each semester.

Two parent-teacher conferences will be held each semester (one in the evening and one in the afternoon)

Home contact phone calls will be made to parents at a minimum of three per semester

Parents will also be notified of absences and lateness on a daily basis by telephone calls

- ⇒ provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Staff is available to parents via telephone every school day between 8:00 am and 8:30 am
 - Additionally, appointments may be scheduled during any of the teacher's daily professional period.
 - Staff is also available one afternoon and one evening each semester.

- ⇒ provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:
 - Parents are welcome to volunteer, observe and participate in their child's school at any time during the school calendar.
 - We ask that parents contact the main office to assist with arrangements.

Parent Responsibilities

We as parents will support our children's learning in the following ways:

- ⇒ supporting my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school;
 - monitoring attendance;
 - talking with my child about his/her activities every day;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - making sure that homework is completed;
 - monitoring the amount of television my children watch;

- ⇒ volunteering in my child's classroom
- ⇒ participating, as appropriate, in decisions related to my children's education
- ⇒ participating in school activities on a regular basis;
- ⇒ staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district, either received by my child or by mail and responding as appropriate;
- ⇒ providing my child with a library card;
- ⇒ communicating positive values and character traits, such as respect, hard work and responsibility;
- ⇒ respect the cultural differences of others;
- ⇒ helping my child accept the consequences for negative behavior;
- ⇒ being aware of and following the rules and regulations of the school and district;
- ⇒ supporting the school's discipline policy;
- ⇒ expressing high expectations and offering praise and encouragement for achievement.

Scholars' Responsibilities

- ⇒ Be safe and keep a good attitude
- ⇒ Attend school regularly
- ⇒ Come to class prepared and ready to learn
- ⇒ Respect teachers, parents and classmates
- ⇒ Listen and do my best at school and at home
- ⇒ Ask for help
- ⇒ Tell my parents about what I am doing in school

⇒ Do my homework

Teacher's Responsibilities

- ⇒ Provide a welcoming environment where each scholars are valued
- ⇒ Foster an atmosphere of mutual respect.
- ⇒ Set clear and consistent expectations for scholars
- ⇒ Support open communication with parents and be available for conferences.
- ⇒ Encourage each child to achieve high standards.
- ⇒ Assess scholar needs and set clear goals based on individual needs

- ⇒ Establish goals and expectations for each child and communicate their progress to parents.

- ⇒ Continue my own learning to ensure quality instruction.

- ⇒ Provide parents/guardians with home activities and strategies when needed.

SIGNATURES:

| | | |
|---------------|------------------|----------------|
| _____ | _____ | _____ |
| SCHOOL | PARENT(S) | SCHOLAR |
| _____ | _____ | _____ |
| DATE | DATE | DATE |

(Please note that signatures are not required)

* Please note that the Annual Review will take place during the September 2010 PTA meeting at the beginning of the school year.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

(Please see page 10)

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- o Help provide an enriched and accelerated curriculum.
- o Meet the educational needs of historically underserved populations.
- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- o Are consistent with and are designed to implement State and local improvement, if any.

(Please see pages 5, 6, 22 and 23)

3. Instruction by highly qualified staff.

(Please see page 8)

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Every Wednesday, staff members participate in Professional Learning Communities (PLC). Our school-wide Professional Development Plan outlines the areas of focus for the PLCs which include curriculum mapping, looking at student work, using data to inform instruction, inter-

visitations and discussion of best practices. Parents and students are encouraged to participate in the PLCs to provide feedback from a different lens. Members of the staff take this valuable insight and use it to make classroom and school-wide changes as needed.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

The administrative team recruits highly-qualified teachers by participating in city-wide recruitment fairs and staying in close contact with our human resources representative. Upon identifying a potential candidate, the candidate meets with the principal and assistant principal for an in-depth interview to discuss further qualifications. If the candidate is successful after the completion of the interview phase, the candidate is asked to return to conduct a demo-lesson for the students. Feedback is gathered from the students after the lesson and reviewed in conjunction with the information gathered from the initial interview to make a final determination.

6. Strategies to increase parental involvement through means such as family literacy services.

Please see pages 32-39

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Not Applicable

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

- Brownsville Academy High School's Inquiry Team is comprised of members of the English, Science, Social Studies, Mathematics and Arts departments in addition to members of the support staff, school administration and the data specialist. This team meets weekly to develop strategies that address the needs of our target population in an effort to meet the school-wide goals for the year. In addition to the school-wide inquiry team, each of the core departments has their own inquiry team where teachers identify a target population that is in need of improvement. The team also identifies the skills and sub-skills that need to be addressed and develop strategies for improvement. The students in the target population are periodically assessed and adjustments are made as needed.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Please see pages 22-23

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
- Brownsville Academy High School has several programs in place to address our diverse student population. These programs include the SPARK program, the Learning to Work program and the School Food and Nutrition program.
11. **A comprehensive needs assessment** of the entire school that is based on information on the performance of children in relation to the State academic content and scholar academic achievement standards. *See needs assessment on page 10*
12. **School-wide reform strategies that:**
- c) Provide opportunities for all children to meet the State's proficient and advanced levels of scholar academic achievement.
 - d) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School-wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

At Brownsville Academy High School, we strive to meet the total needs of our scholars, including academic, social and emotional needs. To this end, we have implemented various components to ensure that opportunities are provided for all scholars to meet the State's proficient and advanced levels of scholar academic achievement and to ensure the social and emotional well being of our scholars. These programs are also geared to increase the quantity and quality of learning time, such as:

- PM School, which provides an additional three hours of instruction on Tuesdays and Thursdays of every week. PM School also provides an opportunity for our over-aged, under credited scholars to accelerate their credits. In addition to PM school, we also offer Saturday School and Independent Study Courses which also provide opportunities for scholars to earn additional credits.
- Scholars at Brownsville Academy High School have the opportunity to attend summer school at Brownsville Academy High School. In the past, schools were clustered and four to five different high schools would share one host site.

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- This year, we have also rolled out the “Got 10” program in which scholars are encourage to take advantage of the opportunity to obtain 10 credits per-semester i.e. 3 credits above the number of credits they would receive during the traditional school day. Scholars are afforded these opportunities by participating in PM School, Saturday School, College Now and the Independent Study program.

Summer at Brownsville Academy High School has been designed to be a seamless extension of the regular academic year and will provide scholars with continuity of the highly acclaimed, unique Diploma Plus Model (DPM.) Scholars will be provided with an opportunity to infuse the DPM into summer course offerings. This form of instruction is essential because the Diploma Plus Competencies emphasize the critical thinking and analytical skills that scholars need to use and master as they develop content knowledge in different academic areas. Bloom’s Taxonomy provides a useful framework for developing rubrics for Diploma Plus Competencies because it calls for more sophisticated levels of thinking and manipulation of information. During the summer, the use of Bloom’s Taxonomy, competencies and rubrics will continue to be a major part of the curriculum in all content areas and in the various aspects of the Diploma plus model’s *Plus Phase*.

- Counseling and peer mediation services are provided by our full-time Guidance Counselors and Social Workers.
- Employment readiness and job readiness are provide by our on-site Community Based Organization (CBO)
- College and career awareness/preparation is provided by our guidance staff and CBO

13. **Instruction by Highly Qualified Staff.**

At Brownsville Academy High School we believe that teacher quality remains one of the most important school-related factors influencing scholar achievement. Teacher preparation matters because it directly impacts scholars’ academic performance. The administrators at Brownville Academy High School works closely with District and Regional staff to recruit and prepare teachers to meet the national demand for a highly-qualified teacher in every classroom.

To continue to meet the State mandate to ensure that we have a highly qualified teacher in each classroom we will:

- a. Advertise extensively
- b. Recruit teachers locally
- c. Recruit online
- d. Recruit from substitute teacher list
- e. Encourage paraprofessionals and teachers who lack full certification to become fully certified
- f. Retrain current teachers to teach hard-to-fill subjects (e.g., mathematics, science, special education)

- g. Encourage high school scholars to become teachers
- h. Attend job fairs

14. **High-quality and ongoing professional development for teachers, principals, and paraprofessionals** (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's scholar academic standards.

Administrators, teacher educators, paraprofessionals, school-aides, pupil services personnel, parents and other staff, just like members of all other professions, need continuing professional development to remain current with the latest scientifically-based research in their field. To ensure that professional development is ongoing and aligns classroom practice with state-of-the-art resources, school professional are exposed to a variety of developmental opportunities.

In addition, staff professional development needs are assessed through surveys and focus groups. Staff needs are also assessed through on-going observation. Professional development is implemented to develop staff and ultimately to improve instruction. Professional development activities include:

- Workshops
- Mentoring/team teaching
- Study groups and
- Common planning time
- Retreats
- Parent workshops focused on supporting scholar achievement

15. **Strategies to attract high-quality highly qualified teachers to high-need schools.**

The administrators at Brownville Academy High School works closely with District and Regional staff to attract, recruit and prepare teachers to meet the national demand for a highly-qualified teacher in every classroom. We attend Department of Education sponsored recruitment fairs in an effort to attract highly qualified teachers.

To continue to meet the State mandate to ensure that we have a highly qualified teacher in each classroom we will:

- a. Advertise extensively
- b. Recruit teachers locally
- c. Recruit online
- d. Recruit from substitute teacher list

- e. Encourage paraprofessionals and teachers who lack full certification to become fully certified
- f. Retrain current teachers to teach hard-to-fill subjects (e.g., mathematics, science, special education)
- g. Encourage high school scholars to become teachers
- h. Attend job fairs

16. Strategies to increase parental involvement through means such as family literacy services.

Brownsville Academy High School recognizes that parental involvement is important to the success of our scholars. BAHS utilizes a variety of strategies to increase parent involvement within the school setting. These strategies include but are not limited to:

- **Providing orientation for new scholars and parents:** Every scholar/parent that registers to attend Brownsville Academy High School must participate in an orientation. The orientation provides parents with an overview of their responsibilities and the school's expectations. The orientation is also an opportunity for BAHS to explain how an effective home-school partnership can be developed. Parents are asked to sign a contract to acknowledge that they have been notified of the requirements for the school and agree to assist in the educational achievement of their child.
- **Contacting parents:** Our Parent Coordinator and other school staff are in close contact with parents. Parents are contacted weekly by staff members to inform parents if their child is doing well in subject areas or in need of additional assistance. It is also our procedure to contact parents when a scholar is absent. Parents are welcomed into the school community several times each week for scheduled activities and programs. In addition, Parent Teacher Association (PTA) meetings are held monthly.
- **Needs Assessment:** Brownsville Academy High School seeks to meet the needs of the parents we serve. Needs analysis has led to the development of workshops about curriculum, literacy, credit accumulation, graduation requirements, health and wellness, communicating with adolescents, etc.
- **Newsletters/Parent Handbooks:** Brownsville Academy High School has produced a monthly newsletter that is mailed to parents. In addition, attendance data, report cards and other pertinent materials are mailed to parents.

17. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

18. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual scholars and the overall instructional program.

Common planning time was implemented in the Fall of 2005 to provide an opportunity for teachers to collaborate to develop lesson plans, classroom assessments, and rubrics in Regents content areas such as math, science, social studies and English–language arts. Teachers create, analyze and evaluate scholar assessments and data and use peer coaching to strengthen classroom instruction. Common-planning time occurs at Brownsville Academy High School when staff members are:

- Aligning curriculum to standards
- Creating, analyzing and evaluating academic assessments
- Analyzing and evaluating scholar test data
- Analyzing scholar work
- Collaborating with administration and guidance staff
- Developing common assessments and rubrics
- Developing curriculum
- Developing lessons aligned to state standards
- Developing thematic units
- Practicing lessons
- Mapping the curriculum to the instructional calendar
- Monitoring growth of individual scholars on assignments and assessments
- Sharing of “best practices”
- Working with instructional coaches (Curriculum Instructional Specialists, and Instructional Support Specialists).

Our goals are to establish and maintain high standards for scholars’ performance, to promote ongoing professional development support for teachers and to promote planning and collaboration among teachers, parents, administrators, community partners, scholars and other members of the school community.

19. **Activities to ensure that scholars who experience difficulty mastering the proficient or advanced levels of the academic achievement standards** are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that scholars’ difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

At Brownsville Academy High School, scholars are constantly assessed by the following assessment tools:

- School wide benchmark assessments
- Uniformed midterm and final examinations
- Teacher developed assessments
- Diploma Plus and teacher developed rubrics
- Scholar Portfolios and Journals
- Regents Examinations
- Scholar Interviews and Conferencing

- Surveys/Questionnaires
- Attendance meetings
- Guidance Team meetings
- Individualized Education Plans (IEPs)
- NYSESLAT data
- LAB-R data

In addition to the aforementioned assessments, we also conduct instructional team meetings where staff members discuss the individual needs of our scholars. We use the data acquired from teachers at these meetings to appropriately place scholars for tutoring, portfolio development or independent study. In fact, we were highlighted in the Sunday, April 2, 2006 edition of the New York Daily News for our creative usage of the newly introduced extended day. ALL of our scholars are mandated to attend extended day for tutoring, portfolio development, independent study or Regents prep.

20. **Coordination and integration of Federal, State, and local services and programs**, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Brownsville Academy High School (BAHS) is grounded in the belief that a quality education demands shared responsibility. At our inception, in September 2004, we knew that in order to create a successful school, we would need to work collaboratively with various constituencies, including scholars, staff, parents and the community. In an effort to effectively structure our educational program, we have implemented a number of measures to ensure collaboration amongst scholars, staff, parents and the community. In addition, we have worked closely with the community to bring services on-site for our scholars and families. Through our partnership with our CBO, services such as college and career preparation, job readiness (resume and cover letter preparation), job training (paid internships), nutrition programs and substance abuse prevention are provided to our scholars.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

| Type of Review or Monitoring Visit (Include agency & dates of visits) | Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.) | Actions the school has taken, or plans to take, to address review team recommendations |
|---|---|---|
| | | |

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

In order to assess whether or not these findings are relevant, we conducted the following research:

- Each department has engaged in an intensive overview of New York State standards and curriculum development.
- The Principal, Assistant Principal, Department Chairs and Inquiry Team reviewed the results of our Regents examinations and our DY0 periodic assessments through Diplomaplus.net to determine the number of scholars that are meeting the standards in Math and ELA and those who are below or approaching the standards. We decided that if the majority of our scholars are meeting the standards in these areas, this will inform us about whether curriculum and instruction are aligned with New York State Learning Standards.
- We will disaggregate the data for English Language Learners and Special Education scholars to assure that their performance in ELA and math were comparable to general education scholars. If we notice that regular education scholars are have significantly higher achievement than these two groups, the curriculum (taught, tested, and written) will be re-evaluated and updated to address the needs of the Special Education and ELL populations.
- We use Diploma Plus Competencies. Diploma Plus uses a competency-based and standards-aligned approach to shape curriculum, instruction, and assessment. DP Competencies are designed to help facilitate rigorous and relevant understanding in the classroom, to highlight what is most essential in a discipline and to support scholars in mastering the standards. The DP competencies emphasize the critical thinking skills that scholars need to use and master. We believe that when scholars have the opportunity to engage in schoolwork that utilizes the competencies and standards, they are placed at the center of their learning rather than being passive recipients of packaged content and skills. We will capture data to determine if 100% of our ELA teaching staff is utilizing competencies in their classrooms.
- The observation process has also been used to monitor teaching and learning and assess whether the written and taught curriculum is aligned with the standards and to determine if the needs of ELLs and Special Educations scholars are addressed.

- The ELA and Math departments meet during common planning time and the written curriculum will be reviewed and further developed.
- The English department will assess their materials to determine if they are adequate to meet the needs of all learners, particularly English language learners, scholars with disabilities and struggling readers.
- We will request support from our School Support organization, as necessary to complete this process.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable x Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- We have made great progress in ELA alignment during the 2008-09 academic year. Curriculum maps were developed and the observation process is used to ensure that curriculum and instruction are in alignment.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

In order to assess whether or not these findings are relevant, we conducted and/or will conduct the following research:

- Each department has engaged in an intensive overview of New York State standards and curriculum development.
- The Principal, Assistant Principal, Department Chairs and Inquiry Team reviewed the results of our Regents examinations and our DY0 periodic assessments through Diplomaplus.net to determine the number of scholars that are meeting proficiency in Math and ELA and those who are below or approaching proficiency. We decided that if the majority of our scholars are meeting the standards in these areas, this will inform us about whether curriculum and instruction are aligned with New York State Learning Standards.
- We will disaggregate the data for English Language Learners and Special Education scholars to assure that their performance in ELA and Math were comparable to general education scholars. If we notice that regular education scholars have significantly higher achievement than these two groups, the curriculum (taught, tested, and written) will be re-evaluated and updated to address the needs of the Special Education and ELL populations.
- We use Diploma Plus Competencies. Diploma Plus uses a competency-based and standards-aligned approach to shape curriculum, instruction, and assessment. DP Competencies are designed to help facilitate rigorous and relevant understanding in the classroom, to highlight what is most essential in a discipline and to support scholars in mastering the standards. The DP competencies emphasize the critical thinking skills that scholars need to use and master. We believe that when scholars have the opportunity to engage in schoolwork that utilizes the competencies and standards, they are placed at the center of their learning rather than being passive recipients of packaged content and skills. The Diploma Plus Competencies correspond with The Process Strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation). We will capture data to determine if 100% of our Math teaching staff is utilizing competencies in their classrooms.
- The observation process has also been used to monitor teaching and learning and assess whether the written and taught curriculum is aligned with the standards and to determine if the needs of ELLs and Special Educations scholars are addressed.

- The ELA and Math departments will meet during common planning time and the written curriculum will be reviewed and further developed if necessary. In addition, Math materials will be reviewed as well.
- The Math department will assess their materials to determine if they are adequate to meet the needs of all learners, particularly English language learners, and scholars with disabilities.
- We will request support from our School Support organization, as necessary to complete this process.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable x Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Classroom observations, teacher meetings, review of the 2006-2007 and 2007-08 Quality Review, Inquiry Team Data, Curriculum review and review of past Regents data.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on

self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

In order to assess whether or not these findings are relevant, we conducted and/or will conduct the following research:

- The Diploma Plus Model utilizes a Performance-Based System- BAHS provide curriculum, instruction and assessment that are focused on knowledge, skills and understandings—on scholars “uncovering” meaning at their own pace, not on teachers “covering” a set of content standards in a prescribed set of time. The performance-based system in place is: rigorous and relevant curriculum, competency-based instruction, project-based learning, portfolio systems and ongoing skills assessments. The Diploma Plus Model utilizes the Workshop Model. The observation process has been used to monitor teaching and learning and assess whether direct instruction and individual seatwork are the predominant instructional strategies used by teachers and to determine if the needs of ELLs and Special Educations scholars are addressed. Ultimately, we want to ensure that teachers are engaging scholars, utilizing effective research based practices and differentiating instruction to meet the needs of all scholars.
- We will request support from our School Support organization, as necessary to complete this process.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable x Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The 2009-10 NYC Quality Review indicates that we need to continue to develop and expand the range of teaching strategies employed by the staff, especially those that enable students to explore their thinking and articulate their understanding. We have implemented Professional Learning Community meetings where we share best practices and research-based practices, including differentiated instruction.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

- Each department has engaged in an intensive overview of New York State standards and curriculum development
- The Diploma Plus Model utilizes a Performance-Based System- BAHS provide curriculum, instruction and assessment that are focused on knowledge, skills and understandings—on scholars “uncovering” meaning at their own pace, not on teachers “covering” a set of content standards in a prescribed set of time. The performance-based system in place is: rigorous and relevant curriculum, competency-based instruction, project-based learning, portfolio systems and ongoing skills assessments. The Diploma Plus Model utilizes the Workshop Model. The observation process has been used to monitor teaching and learning and assess whether direct instruction and individual seatwork are the predominant instructional strategies used by teachers and to determine if the needs of ELLs and Special Educations scholars are addressed. Ultimately, we want to ensure that teachers are engaging scholars, utilizing effective research based practices and differentiating instruction to meet the needs of all scholars.
- We will request support from our School Support organization, as necessary to complete this process.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable x Not Applicable

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The 2009-10 NYC Quality Review indicates that we need to continue to develop and expand the range of teaching strategies employed by the staff, especially those that enable students to explore their thinking and articulate their understanding. We have implemented Professional Learning Community meetings where we share best practices and research-based practices, including differentiated instruction.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Review of school data reveals that there is little evidence to suggest a high turnover rate with regards to teacher recruitment and retention.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable x Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Brownsville Academy High School is in its sixth year of existence. 50% of the staff is a part of the original staff and only five teachers have been employed at Brownsville Academy for two years or less.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Professional Development Team determined that PD is available to meet the needs of ELLs. In addition, teacher interviews will be used to determine the applicability of the above finding.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable x Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The Professional Development Team provide staff professional development on how to meet the needs of ELLs.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

- We will form a Curriculum Review Team to thoroughly address this matter.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable x Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Teacher interviews and data packets distributed to staff in September 2009

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our staff members discussed this issue during a Professional Learning Community meeting. All teachers have access to IEPs and have been provided directly with data regarding the pertinent accommodations and modifications for each Special Education scholars.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable x Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Brownsville Academy High School's entire Special Education population is enrolled in CTT courses. Also, all teachers have access to and have been provided directly with data regarding the pertinent accommodations and modifications for each Special Education scholars. Classroom observation and walkthrough data support the implementation of the accommodations and modifications.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

At the beginning of the school year, BAHS assessed the general understanding of the staff regarding their comprehension and understanding of Individualized Educational Plans. The teachers who work with scholars who have IEPs are provided with the necessary copies of the scholar's records to better service our scholars. The special education teacher and content area teachers are also provided with weekly common planning periods to help assess and address the needs of our scholars. The teachers also work on differentiating instruction during these planning periods. Any behavioral concerns and/or plans that need to be addressed or created regarding individual scholars are done either during the weekly planning periods between the content teachers and special education teachers or during weekly grade team

meetings where all the members who work with particular scholars are available to provide input and discuss strategies for working with scholars.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable x Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Teacher interviews, reviews of IEP data, and walkthroughs support the implementation of the accommodations and modifications.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

There are currently three Students in Temporary Housing attending Brownsville Academy High School.

2. Please describe the services you are planning to provide to the STH population.

The services that are provided to students in temporary housing include counseling, job placement assistance, full fare Metro Cards (Public Transportation), free breakfast and lunch, academic services and a quality education.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.