



**BROOKLYN HIGH SCHOOL FOR LEADERSHIP AND
COMMUNITY SERVICE**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 13K616
ADDRESS: 300 WILLOUGHBY AVENUE
BROOKLYN, NY 11205
TELEPHONE: 718/638-3062
FAX: 718/638-3404

Submitted 11/1/10

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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
Georgia Kouriampalis	*Principal	
Sarah Johnson	*UFT Chapter Chairperson or Designee	
Keith Toussaint	*PA/PTA President or Designated Co-President	
Sharon Hall	Title I Parent Representative	
Melanie Moses	DC 37 Representative	
Jacqueline Iadarola	Student Representative	
Rachel Roberts	Student Representative	
Keisha Favorite	Student Representative	
Mary Adams	CBO Representative	
Phyllis Mignone	Member/ELL	
Sarah Johnson	Member/ELA	
Ridwan Falah	Member/Mathematics	
Celeste Maxwell	Member/Guidance Counselor	
Alexandros Orphanides	Member/Special Education	

* Core (mandatory) SLT members.

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.

Introduction

The Brooklyn High School for Leadership and Community Service is a transfer high school that operates in collaboration with the New York City Department of Education (DOE), New Visions for Public Schools and the Brooklyn Bureau of Community Service (BBCS). As dictated by the transfer school model, Brooklyn High School for Leadership and Community Service enrolls over-age and under-credited students ages 16-21 years old who were previously enrolled in a New York City public high school for at least one year and encountered various problems in completing the regular academic program. Generally, these are students who have had a difficult time with adjusting to the culture of a traditional public high school, and for one or a myriad of reasons, were unable to thrive academically and/or socially.

Brooklyn High School for Leadership and Community Service's leadership model consists of a Principal selected by the Department of Education, who directly oversees all academic matters in the school and a Brooklyn Bureau of Community Service Program Director—selected by the BBCS who oversees all counseling, programming, attendance and social services matters in the school. While separately being responsible for the oversight of their respective areas, the Principal and Director will function collaboratively on all decisions pertaining to the overall operation of the school.

Mission

The mission of Brooklyn High School for Leadership and Community Service is to provide a student-centered, strength-based, challenging and personalized educational experience that empowers over-aged, under-credited high school students to obtain their high school diploma and become fully participating community members, leaders and lifelong learners while celebrating the strength of the human spirit.

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.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Brooklyn High School for Leadership and Community Service				
District:	13	DBN #:	13K616	School BEDS Code:	331300011616

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	x 9	x 10	x 11	x 12	<input type="checkbox"/> Ungraded	X TRANSFER SCHOOL		
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K		0	0				tbd		
Kindergarten		0	0						
Grade 1		0	0	Student Stability: % of Enrollment					
Grade 2		0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3		0	0			96.9	TBD		
Grade 4		0	0						
Grade 5		0	0	Poverty Rate: % of Enrollment					
Grade 6		0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7		0	0			60.0	75.8		
Grade 8		0	0						
Grade 9		80	54	Students in Temporary Housing: Total Number					
Grade 10		49	67	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11		13	48			7	9		
Grade 12		8	55						
Ungraded		1	0	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total		151	224			3	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					

DEMOGRAPHICS							
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10
Number in Self-Contained Classes		0	0				
No. in Collaborative Team Teaching (CTT) Classes		24	15	Principal Suspensions		8	13
Number all others		0	0	Superintendent Suspensions		4	3
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
				CTE Program Participants		0	0
# in Trans. Bilingual Classes		0	0	Early College HS Participants		0	0
# in Dual Lang. Programs		0	0				
# receiving ESL services only		4	4	Number of Staff: Includes all full-time staff			
# ELLs with IEPs		1	0	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers			
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals			
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals			
		58	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
				% fully licensed & permanently assigned to this school		100.0	100.0
American Indian or Alaska Native		0.7	0.9	Percent more than two years teaching in this school		0.0	TBD
Black or African American		66.9	72.0	Percent more than five years teaching anywhere		36.4	TBD
Hispanic or Latino		25.8	23.7	Percent Masters Degree or higher		64.0	TBD
Asian or Native Hawaiian/Other Pacific Isl.		1.3	0.5	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)		84.9	85
White		5.3	2.8				
Multi-racial							
Male		55.0	60.2				
Female		45.0	39.8				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes No If yes, area(s) of SURR identification: _____
 Designated as a Persistently Lowest-Achieving (PLA) School: Yes No

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>	<u>Category (Check <input checked="" type="checkbox"/>)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	X
	Math:		Math:	X
	Science:		Grad. Rate:	

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

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

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
 **http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade		Overall Evaluation:	NR
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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/Teacher 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 your school's 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?
-

Our challenges revolve around the unique structure and student population of Brooklyn High School for Leadership and Community Service (BHSLCS). BHSLCS is a transfer school with an ever-changing population. Through comprehensive outreach efforts by BHSLCS staff, students who have effectively given up on obtaining a high school diploma are convinced that a second chance exists for them to graduate and that we can help them to do so. The results of these efforts are varied. Some students will re-commit to attend school, achieve high marks and excellent attendance and will stay fully committed to school until achieving their ultimate goal of graduation. Others will enter the school, become truant for a period but then, through the efforts of dedicated staff and counselors, agree to return. There are other students who will agree to come back to school, but will have spotty attendance or poor class grades at first until they "buy-in" to the unique model of BHSLCS. Still yet, other young people agree to re-integrate but then find that this environment is not for them. We then commit to assisting these young people in finding an alternative placement of some sort. Examples of such placements are LTW, numerous local GED programs, YABC and employment. All of the above scenarios play an intricate role in shaping our statistics as a school. Given the above scenarios, in a school such as ours, statistics can be misleading for the following reasons:

1. Our population is transient. One-third of our students were new to us this year. This trend which is common to Transfer Schools provides very little continuity in terms of measuring student progress over time.
2. Our student population consists of students who have already dropped out of high school or who have a history of being truant. Assisting at-risk students in breaking poor scholastic habits is a process that happens over time. Incoming students working on improving their habits will not do so immediately. They will need coaching and support, and their grades may suffer in this adjustment period.
3. Students who find that BHSLCS is not a fit for them but who, through the efforts of BBCS, find alternate placement are often still on our class rosters (although they may not be attending classes) until the transfer is officially made.

Because of the nature of our program and size of our school population, our school cannot be assessed on traditional Annual Yearly Progress (AYP). Attached you will find a snapshot of data about our school. The major findings and implications of this data are as follows:

There were 210 students on our register for the 2008-09 school year. We had 33 graduates in June, 2010.

Most students doubled their number of credits at BHSLCS since they entered. The average student entered with 4.1 credits and ended the year with 8.4 credits. Given the school's trimester schedule, the students had the opportunity to acquire as many as 18 additional credits for the school year.

39% of students passed 65% or more of their classes. BHSLCS is within range of other transfer schools who, on average, have about 41% of their students passing 65% or more of their classes.

The average attendance for the 2009-10 year was 63%. This year our goal is to increase the percentage of students who maintain an average daily attendance rate of at least 80%. Random scanning once a week throughout the year affected our attendance drastically.

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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

1. Implement a year-long professional development plan that aligns the CBO staff with the whole school and individual teacher goals to improve the quality of teaching and learning.
2. Provide consistent feedback to students and families with information on progress and the next learning steps for improvement.
3. Involve all teachers in inquiry work. Inquiry work will be incorporated into the ongoing work of department teams on alternate Thursday afternoons and guided by the coaches.
4. Develop challenging and rigorous standards-based curriculum in the core subject areas that address the different learning needs of older and under-credited students.
5. Implement a year-long professional development plan that aligns teachers to improve the quality of teaching and learning.

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 2010-11 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, PLA, 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.

Subject/Area (where relevant): _____

Annual Goal #1 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	Improve quality of professional development for CBO staff. Implement a year-long professional development plan that aligns the CBO staff with whole school and instructional goals to improve support for teaching and learning.
--	---

Action Plan

ACTION/STRATEGIES/ACTIVITIES	TARGET POPULATION	RESPONSIBLE MEMBERS	TIMELINES
Implement new community meetings led by advocate counselors	All advisories/students	Mary Adams, supervisor of entire counseling team	Monthly – First Thursday of each month
Implement transition days between 3 cycles	All advisories/students	Mary Adams, supervisor of entire counseling team	3 times a year/one per cycle
Counselor professional development training <ul style="list-style-type: none"> • Renzulli • Gang/Crisis training 	All advisories/students	Mary Adams, supervisor of entire counseling team	Ongoing throughout the year
Implement student support groups	All advisories/students	Mary Adams, supervisor of entire counseling team	Every Thursday beginning in October
Implement summer orientation process for students	All advisories/students	Cathy Batista	Summer
Supervise/integrate social work/art therapy interns into community	All advisories/students	Cathy Batista	Weekly supervision
Implement after-school CBO support (clubs, activities, etc.)	All students	Mary Adams, counselors	Weekly
Professional development plan for counselors <ul style="list-style-type: none"> • College/transition planning • Transcript analysis • Programming • Goal-setting/SMART goals 	Counselors	Mary Adams	Throughout the year

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i>	LTW Budget GATES budget
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	

Annual Goal #2 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	Provide consistent feedback to students and families with information on progress and the next learning steps for improvement.
--	--

Action Plan

ACTIONS/STRATEGIES/ACTIVITIES	TARGET POPULATION	RESPONSIBLE MEMBERS	TIMELINE
Implement weekly scheduled Speed Conferencing sessions for Advocate Counselors to meet with teachers and receive feedback regarding students	All students	All staff	Every Wednesday
One-day orientation regarding transcripts, credit accumulation and goal-setting for students	All students	All counselors	September
Goal-setting in Advisory around progress reports	All students	Mary Adams and counselors	Every two weeks
Transition Day—Special advisory session the day after cycle ends to reflect on goals and grades	All students	Mary Adams and counselors	3 times a year at end of cycle
Parent meetings/ workshops/ conferences/ mailings	All parents	Cathy Batista	Monthly
The reflective goal-setting process is aligned with students' learning needs and outcomes and essential State indicators	All students	All counselors	Ongoing through every benchmark

<p>Bi-weekly benchmarks will articulate next steps for learning/suggestions for improvement. Refine and ensure that goals include short-term and long measurable outcomes to monitor students effectively</p>	<p>All students</p>	<p>Mary Adams, Cathy Batista, all counselors</p>	<p>Every 2-3 weeks</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Budget coach Per session</p>		
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>			

Annual Goal #3 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	Involve all teachers in Inquiry Work. Inquiry work will be incorporated into the ongoing work of department teams.
--	--

Action Plan

ACTION/STRATEGIES/ACTIVITIES	TARGET POPULATION	RESPONSIBLE MEMBERS	TIMELINE
100% of teachers involved in Inquiry every Thursday	All teachers	All teachers	Thursday: Period 7
Going digital with inquiry work/wiki space	All teachers	Ridwan Falah (Coach)	Every week
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i>	PER SESSION		
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>			

Annual Goal #4 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	Develop challenging and rigorous standards-based curriculum in the core subject areas that address different learning needs of older and under-credited students.
--	---

Action Plan

ACTIONS/STRATEGIES/ACTIVITIES	TARGET POPULATION	STAFF	TIMELINE
Common planning time	All teachers	Ridwan Falah (Coach)/all teachers	Tuesday/Thursday: 2:17-3:12pm Monday-Friday: 8:22-9:00am
Professional development—differentiation	All teachers	Ridwan Falah (Coach)/all teachers	Every Tuesday: 2:17-3:12pm
Inquiry teams/Department meetings	All teachers	Ridwan Falah (Coach)/all teachers	Every Thursday: 2:17-3:12pm
Lesson Writer Training/differentiation	All teachers	Ridwan Falah (Coach)/all teachers	September/October/November
Differentiation professional development for teachers: --UBD --Learning strategies --Workshop model --Bloom’s Taxonomy	All teachers	Ridwan Falah (Coach)/all teachers	All year
Intervisitation (classroom)	All teachers	Ridwan Falah (Coach)/all teachers	Every cycle
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i>	Inquiry Per Session for every teacher for the year		
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>			

Annual Goal #5

Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Implement a year-long professional development plan that supports teachers to improve their quality of teaching and learning.

Action Plan

ACTION/STRATEGIES/ACTIVITIES	TARGET POPULATION	RESPONSIBLE MEMBERS	TIMELINE
Goal-setting process addressing learning needs/outcomes/State indicators. (Next steps for learning/suggestions for assisting student improvement.)	Teachers	Ridwan Falah (Coach) and teachers	Benchmark 3/each cycle
Focused protocols for visits to model classrooms	Teachers	Ridwan Falah (Coach) and teachers	Each cycle
Build teachers’ assessment of what they believe students have learned	Teachers	Ridwan Falah (Coach) with teachers	Period 7 every Tuesday
Professional development—differentiation	Teachers	Ridwan Falah (Coach) with teachers	Period 7 every Tuesday
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i>	CBO budget		
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>			

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

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	54	54	54	54	54	NA	54	NA
10	67	67	67	67	67	NA	67	NA
11	48	48	48	48	48	NA	48	NA
12	55	55	55	55	55	NA	55	NA

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

Name of Academic Intervention Services (AIS)	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.).
ELA:	<p>Student support services are provided through:</p> <ul style="list-style-type: none"> - Reduced class size - Individual learning plans - Professional Teaching Artists who team teach on a weekly basis - Students receiving tutoring through extended time, during student lunch period and before and after school. All teachers are programmed to be available during student lunch. - Writers' Express supplemental program - Technology is infused into the curriculum. Smart Boards are used in every classroom; two laptop carts are available, as well as 3-4 desktop stations in each classroom. - Coach supports teachers to ensure differentiation of instruction, common planning time, teacher professional development once a week. - Team teaching - Lesson Writer Differentiation Program - Renzulli Learning Styles Inventory - STACS—Student/Advocate Counselor/Teacher meetings regarding student progress
Mathematics:	<p>Student support services are provided through:</p> <ul style="list-style-type: none"> - Reduced class size - Individual learning plans - Students receiving tutoring through extended time, during student lunch period and before and after school. All teachers are programmed to be available during student lunch. - Technology is infused into the curriculum. Smart Boards are used in every classroom; two laptop carts are available, as well as 3-4 desktop stations in each classroom. - Math coach supports math teachers to ensure differentiation of instruction, common planning time, teacher professional development once a week. - Team teaching - Lesson Writer Differentiation Program - Renzulli Learning Styles Inventory - STACS—Student/Advocate Counselor/Teacher meetings regarding student progress
Science:	<p>Student support services are provided through:</p> <ul style="list-style-type: none"> - Reduced class size - Individual learning plans - Students receiving tutoring through extended time, during student lunch period and before

	<p>and after school. All teachers are programmed to be available during student lunch.</p> <ul style="list-style-type: none"> - Technology is infused into the curriculum. Smart Boards are used in every classroom; two laptop carts are available, as well as 3-4 desktop stations in each classroom. - Science coach supports science teachers to ensure differentiation of instruction, common planning time, teacher professional development once a week. - Lesson Writer Differentiation Program - Renzulli Learning Styles Inventory - STACS—Student/Advocate Counselor/Teacher meetings regarding student progress
Social Studies:	<p>Student support services are provided through:</p> <ul style="list-style-type: none"> - Reduced class size - Individual learning plans - Students receiving tutoring through extended time, during student lunch periods and before and after school. All teachers are programmed to be available during student lunch. - Interdisciplinary instruction (History Film) - Technology is infused into the curriculum. Smart Boards are used in every classroom; two laptop carts are available, as well as 3-4 desktop stations in each classroom. - Professional Teaching Artists - Coach supports ELA teachers to ensure differentiation of instruction, common planning time, teacher professional development once a week. - Team Teaching - Lesson Writer Differentiation Program - Renzulli Learning Styles Inventory - STACS—Student/Advocate Counselor/Teacher meetings regarding student progress
At-risk Services Provided by the Guidance Counselor:	<p>Guidance Counselor works with students individually to provide ongoing counseling to support student academically and to create transition plan. Guidance Counselor works with students to ensure that students are accumulating credits.</p>
At-risk Services Provided by the School Psychologist:	<p>Advocate counselors have a maximum caseload of 35 students and support students through advisories and individual counseling.</p>
At-risk Services Provided by the Social Worker:	<p>Social Worker support students by meeting with them individually to discuss emotional and socio-economic issues that affect school academics.</p>
At-risk Health-related Services:	<p>N/A</p>

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 (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011 NA

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

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

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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.

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.
Coaches available in staff to work with teachers every week; weekly PD.

Section III. Title III Budget

School: _____ BEDS Code: _____

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) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

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.

In order to provide written translation services at our school, we first determine the home language in the following ways:

- a. Run the ATS Report to assess needs
- b. Survey students that are identified in report
- c. Conduct a parent intake interview

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.

After running the Home Language Report (RHLA), we found our students' home languages to represent the following: Bengali (1), Haitian Creole (3), Russian (1), Spanish (29), Dutch (1), English (189). If there is any uncertainty, a needs assessment is done by the counselor, and the ELL teacher as well, to come up with the correct number. The findings are reported at teacher/counselor meetings, through memoranda and on office documents.

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.
 - Standard letters issued by the Department of Education are available in the standard languages as identified by the DOE.
 - For all other correspondence, translations services are provided by CP Language Institute, 1790 Broadway (801), NY, NY 10019
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.

At BHSLCS we have staff members who are able to provide translation services in Spanish, Italian and Greek.

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>.
 - Standard letters issued by the Department of Education are available in the standard languages as identified by the DOE.
 - For all other correspondence, translations services are provided by CP Language Institute, 1790 Broadway (801), NY, NY 10019

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$141,586	\$80,407	\$221,993
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 1,415	\$ 804	\$ 2,219
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 2,830	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$14,158	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 85%
6. 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. Teachers will be provided professional development on-site twice weekly. Teachers and all staff members also attend professional development activities on an ongoing basis outside the school building. We offer a multitude of in-house professional activities (see Action Plans for Annual Goals #4 and #5).

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Brooklyn High School for Leadership and Community Service agrees to implement the following statutory requirements:

- 1) The school will put into effect operations , procedures and programs to include parents in the development of school-level parent involvement activities funded through the school's Targeted Assistance Title I funds. This will be carried out in the following manner:
 - Parent Night (September) will initiate formal orientation to school staff, programs and opportunities for parental involvement
 - Parents will have periodic surveys sent to their homes, which they will be asked to return to the school, soliciting their interest in participating in a number of proposed parent involvement activities, as well as offering a section on the survey that will allow them to offer new ideas for parent involvement activities.
 - As the school begins new parent initiatives, the school will offer special "kick-off" meetings, which will offer parents opportunities to be fully informed about each initiative, as well as the opportunity to form sub-committees for each initiative, to further enhance parent leadership and involvement.
 - Parents will be interviewed as part of the school's Quality Review
 - The aforementioned parent surveys will be utilized during the School Progress Report.
 - Parents will be included in the school's Annual Evaluation of the school's Parent Involvement Policy.
- 2) The school will involve parents in a timely and ongoing manner in the planning, implementation, evaluation and continuous improvement of school-level programs funded through Title I.

This will be carried out in the following manner:

- Parents will be notified of the implementation of new school programs by letter to the home as well as by phone calls from school staff, to inform them of what the programs will entail, and they will be invited to come in to participate in these events to the extent possible.
- Parents who choose to participate in school-level programs will be asked to complete surveys gauging their satisfaction with these programs. Included on these surveys will also be a section that asks parents to provide ideas for ways in which they feel the particular school program can be enhanced or modified.

- 3) The school and parents will share responsibility for high student performance.

This will be carried out in the following manner:

- Parents will be periodically contacted by school staff to review the academic progress of their children via-benchmark reports, and will be invited to come in and conference with school staff regarding ways in which they can work with their children to further enhance their academic performance.

4) The school will provide capacity-building activities for parents and school staff that support strong parental involvement.

This will be carried out in the following manner:

- Parents will be informed of school fieldtrips and will encouraged to chaperone
- Parents will be invited to networking events with school staff that will allow them to become more personally acquainted with the school, staff and the schools academic and youth development programs and be informed of ways in which the parents can become directly involved in school activities.
- Parents will be invited to collaborate in the planning of school activities to the extent possible.
- Parents will be provided with a directory of school staff, and be encouraged to contact school staff to inquire about the status of their children's performance in the school at any given point in time.

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

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

SCHOOL PARENT COMPACT

Brooklyn High School for Leadership and Community Service will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: 10/29 and 10/30/09 and 3/18 and 3/19/10.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports after the following benchmark end dates::
 - Cycle 1: 10/1, 10/15, 10/29, 11/19, 12/10
 - Cycle 2: 12/23, 1/14, 2/11, 3/4, 3/18
 - Cycle 3: 4/1, 4/15, 5/13, 5/27, 6/10

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents.
5. Provide parents opportunities to volunteer.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
8. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
9. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
10. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
11. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
12. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- 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.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

SIGNATURES:

_____	_____	_____
SCHOOL	PARENT(S)	STUDENT
_____	_____	_____
DATE	DATE	DATE

(Please note that signatures are not required)

5) An annual meeting will be convened for parents of participating children in the school to provide information about the school's Title I Program and the types of services provided, inform parents of their right to be involved in the program, and solicit parent suggestions on how they feel they would be most effectively enabled to be involved in school-level activities.

This meeting will be conducted as early in the school year as possible, to give parents as much opportunity as possible to participate in the school's Title I programming.

6) The school will provide parents with a flexible schedule of regular meeting opportunities with school staff, which will increase parents opportunities to network with other parents, offer suggestions and partner in decisions on school programming that are directly related to the education of their children.

This will be carried out in the following manner:

- Parent meeting opportunities will be scheduled for a variety of different times, including mornings prior to the school day, during the academic school day and after school hours into the evening hours to accommodate all parent personal schedules to the best of the school's ability.
- For parents who may be incapacitated and unable to attend in-school meetings, in-home conferences with school staff will be arranged.

7) The school will provide a process for responding to written parent concerns regarding Title I funds.

This will be carried out in the following manner:

- When a parent contacts the school with a written letter regarding Title I funds, the letter will be forwarded to school administrators, who will research the matter and respond to the parent in a timely manner.

8) The school will provide parents with timely information regarding the following areas of school operation:

- Instructional programs
- Curriculum
- Performance standards
- Individual student and total school assessment instruments and proficiency levels, including an explanation of what these results and levels mean
- School promotion policy
- After-school and summer programming
- SES

This will be carried out in the following manner:

- Parents will receive notification of the aforementioned areas of school operation by letter to the home as well as by phone calls from school staff in a timely manner, as soon as specific information regarding each of these areas becomes available.

9) The school will increase the accessibility for participation of parents with disabilities as well as for parents with barriers to the English language.

This will be carried out in the following manner:

- For parents who may be incapacitated and unable to attend in-school meetings, in-home conferences with school staff will be arranged.
- School letters and correspondence will be translated to the native language of parents to the extent practicable.
- Translation services will be provided during parent meetings to the extent practicable.
- Translation services information will be available in the school in the appropriate native languages to the extent practicable.

10) Parents will be involved in the school's Annual Evaluation of the content and effectiveness of the school's Parental Involvement Policy.

This will be carried out in the following manner:

- During 2 PTA meetings in the spring, parents will be provided with the opportunity to give feedback and suggestions on the schools Parent Involvement Policy, including the policy's effectiveness in improving the academic and youth developmental quality of the school, as well as identifying barriers to greater participation by parents, particularly by those who are limited by disability, low English language proficiency, low literacy, economic challenge and those from any racial or ethnic minority group.
 - The school's Parent Coordinator, in conjunction with representation from the school's PTA, will organize the parent feedback from these meetings, and present the results to the school's leadership team, for its review and consideration for implementation.
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.)

9 Students are in Temporary Housing

2. Please describe the services you are planning to provide to the STH population.
 - Advocate Counselors will identify all STH families and students via-intake interviews as well as individual counseling on a bi-weekly basis
 - Advocate Counselors will work with Social Worker to inform all STH families of their educational rights by distributing and reviewing McKinnley Vento guides with STH families
 - McKinnley Vento posters will be displayed throughout school premise
 - Social Worker and Advocate Counselors will assist STH families and unaccompanied youth with school enrollment and transfers if necessary
 - Advocate counselors will work with school aides to distribute, manage and track all metro-cards given to STH students. Advocate Counselors will ensure that transportation needs are being met.
 - Advocate Counselors and Social Worker will monitor and work with STH families in improving student attendance via-attendance outreach on a daily basis. Attendance outreach will include phone calls, text messages, letters and home visits.
 - Social Worker will meet with STH students on a weekly basis to provide clinical counseling as well as necessary referrals to outside social service agencies
 - Social Worker and Advocate Counselor will offer resources that can provide more comprehensive services to students in temporary housing to ensure that student receives the supports to which they are entitled
 - Provide Professional Development to counseling and teaching staff to ensure that STH population is being served at the highest degree of quality

Provide Parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- Advocate Counselors will provide all parents with contact information on a bi-weekly basis via-benchmark/informational mailings
- Parent contact letters will be sent with Advocate Counselors hours (8-4pm: Daily). Counseling staff is available on a drop-in basis as well as appointment
- Advocate Counselors will work with teaching staff to communicate parental concerns. Advocate Counselors will follow-up with parent and referring teacher

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.
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.
3. Instruction by highly qualified staff.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.

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.
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.
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.
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.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are "Conceptually" ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
--------------	--	---	--	---

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$118,932	✓	
Title I, Part A (ARRA)	Federal	✓			\$ 79,603	✓	
Title II, Part A	Federal			✓			
Title III, Part A	Federal			✓			
Title IV	Federal			✓			
IDEA	Federal			✓			
Tax Levy	Local	✓			\$1,455,439	✓	

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.

NA

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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.

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: 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 STH population may change over the course of the year)---9 students.
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 - Advocate Counselors will identify all STH families and students via-intake interviews as well as individual counseling on a bi-weekly basis
 - Advocate Counselors will work with Social Worker to inform all STH families of their educational rights by distributing and reviewing McKinley Vento guides with STH families
 - McKinley Vento posters will be displayed throughout school premise
 - Social Worker and Advocate Counselors will assist STH families and unaccompanied youth with school enrollment and transfers if necessary
 - Advocate counselors will work with school aides to distribute, manage and track all metro-cards given to STH students. Advocate Counselors will ensure that transportation needs are being met.
 - Advocate Counselors and Social Worker will monitor and work with STH families in improving student attendance via-attendance outreach on a daily basis. Attendance outreach will include phone calls, text messages, letters and home visits.
 - Social Worker will meet with STH students on a weekly basis to provide clinical counseling as well as necessary referrals to outside social service agencies
 - Social Worker and Advocate Counselor will offer resources that can provide more comprehensive services to students in temporary housing to ensure that student receives the supports to which they are entitled

- Provide Professional Development to counseling and teaching staff to ensure that STH population is being served at the highest degree of quality. Provide STH students with a bag of basic supplies: toothbrush, soap, etc., and school supplies as per Advocate Counselor needs assessment.
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 your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Brooklyn High School for Leadership and Community					
District:	13	DBN:	13K616	School		331300011616

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	
	2		6		10	v		

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0				NR
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	80	69	50				
Grade 10	49	58	58				
Grade 11	13	50	41				
Grade 12	8	34	67				
Ungraded	1	0	0				
Total	151	211	216				

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
		96.8	82.8

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
		75.8	85.9

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
		7	5

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
		3	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions		8	13
# in Collaborative Team Teaching (CTT) Classes	24	15	15	Superintendent Suspensions		4	3
Number all others	0	0	0				

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants		0	0
Early College HS Program Participants		0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers		11	14
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals		3	4
# receiving ESL services only	4	4	TBD	Number of Educational Paraprofessionals		0	0
# ELLs with IEPs	1	0	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
		58	165	% fully licensed & permanently assigned to this school		100.0	84.6
				% more than 2 years teaching in this school		0.0	0.0
				% more than 5 years teaching anywhere		36.4	35.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher		64.0	85.7
American Indian or Alaska Native	0.7	0.9	0.5	% core classes taught by "highly qualified" teachers		84.9	76.7
Black or African American	66.9	72.0	71.8				
Hispanic or Latino	25.8	23.7	25.0				
Asian or Native Hawaiian/Other Pacific	1.3	0.5	0.5				
White	5.3	2.8	2.3				
Male	55.0	60.2	55.6				
Female	45.0	39.8	44.4				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category	
	In Good	v	Basic	Focused
	Improvement Year 1			Comprehensive
	Improvement Year 2			
	Corrective Action (CA) – Year			
	Corrective Action (CA) – Year			
	Restructuring Year 1			
	Restructuring Year 2			
	Restructuring Advanced			

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	ELA: v
Math:	Math: v
Science:	Graduation Rate:

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA vsh	Math vsh	Grad Rate**	
All Students				vsh	vsh		
Ethnicity							

American Indian or Alaska Native						
Black or African American				vsh	vsh	
Hispanic or Latino				-	-	
Asian or Native Hawaiian/Other Pacific Islander				-	-	
White				-	-	
Multiracial						
Students with Disabilities				-	-	
Limited English Proficient				-	-	
Economically Disadvantaged				vsh	vsh	
Student groups making				3	3	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C	Overall Evaluation:	P
Overall Score:	51.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	8.1	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	14.6	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	28.6		
<i>(Comprises 60% of the</i>			
Additional Credit:	0		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

Brooklyn High School for Leadership and Community Service School Parent Involvement Policy

Brooklyn High School for Leadership and Community Service agrees to implement the following statutory requirements:

1) The school will put into effect operations, procedures and programs to include parents in the development of school-level parent involvement activities funded through the school's Targeted Assistance Title I funds. This will be carried out in the following manner:

- Parent Night (September) will initiate formal orientation to school staff, programs and opportunities for parental involvement
- Parents will have periodic surveys sent to their homes, which they will be asked to return to the school, soliciting their interest in participating in a number of proposed parent involvement activities, as well as offering a section on the survey that will allow them to offer new ideas for parent involvement activities.
- As the school begins new parent initiatives, the school will offer special "kick-off" meetings, which will offer parents opportunities to be fully informed about each initiative, as well as the opportunity to form sub-committees for each initiative, to further enhance parent leadership and involvement.
- Parents will be interviewed as part of the school's Quality Review
- The aforementioned parent surveys will be utilized during the School Progress Report.
- Parents will be included in the school's Annual Evaluation of the school's Parent Involvement Policy.

2) The school will involve parents in a timely and ongoing manner in the planning, implementation, evaluation and continuous improvement of school-level programs funded through Title I.

This will be carried out in the following manner:

- Parents will be notified of the implementation of new school programs by letter to the home as well as by phone calls from school staff, to inform them of what the programs will entail, and they will be invited to come in to participate in these events to the extent possible.
- Parents who choose to participate in school-level programs will be asked to complete surveys gauging their satisfaction with these programs. Included on these surveys will also be a section that asks parents to provide ideas for ways in which they feel the particular school program can be enhanced or modified.

3) The school and parents will share responsibility for high student performance.

This will be carried out in the following manner:

- Parents will be periodically contacted by school staff to review the academic progress of their children via-benchmark reports, and will be invited to come in

and conference with school staff regarding ways in which they can work with their children to further enhance their academic performance.

4) The school will provide capacity-building activities for parents and school staff that support strong parental involvement.

This will be carried out in the following manner:

- Parents will be informed of school fieldtrips and will be encouraged to chaperone
- Parents will be invited to networking events with school staff that will allow them to become more personally acquainted with the school, staff and the school's academic and youth development programs and be informed of ways in which the parents can become directly involved in school activities.
- Parents will be invited to collaborate in the planning of school activities to the extent possible.
- Parents will be provided with a directory of school staff, and be encouraged to contact school staff to inquire about the status of their children's performance in the school at any given point in time.

1. 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.

SCHOOL PARENT COMPACT

Brooklyn High School for Leadership and Community Service will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: 10/29 and 10/30/09 and 3/18 and 3/19/10.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports after the following benchmark end dates::
 2009 Cycle 1: 9/25, 10/9, 10/30, 11/20, 12/9
 2010 Cycle 2: 1/8, 1/22, 2/5, 3/5, 3/19
 2010 Cycle 3: 4/16, 4/30, 5/14, 5/28, 6/11
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents.
5. Provide parents opportunities to volunteer.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
8. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
9. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
10. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
11. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
12. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- 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.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 21	District 13	School Number 616	School Name Brooklyn Leadership
Principal Georgia Kouriampalis		Assistant Principal Janan Eways	
Coach Ridwan Falah		Coach	
Teacher/Subject Area Phyllis Mignone/ESL Teacher		Guidance Counselor Celeste Maxwell	
Teacher/Subject Area Sarah Johnson/English Teacher		Parent Keith Toussaint	
Teacher/Subject Area Pete Wood/History Teacher		Parent Coordinator Cathy Batista	
Related Service Provider Ellen Dubow		Other Taswya Cambridge-LTW	
Network Leader Janet Price		Other Elzene Jackson-Family Worker	

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	225	Total Number of ELLs	3	ELLs as Share of Total Student Population (%)	1.33%
------------------------------------	------------	----------------------	----------	---	--------------

Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Brooklyn High School for Leadership and Community Service is a transfer school for over-age, under-credited youths with a history of truancy. We do not accept any incoming freshmen, and our student intake process is thorough. Once a student has completed the intake process, the student biographical is checked in ATS. Additionally during the intake process, English Language Learners are identified in the following ways:

- Student information session
- Initial interview with student, parent/guardian and advocate counselor
- Intake examination that assesses student levels and needs in reading, writing and mathematics
- Family interview with student, parent and Social Worker

Other ways in which ELL's are identified:

- ATS reports
- District level identification
- Staff recommendation
- Home Language Identification Survey

Phyllis Mignone, dually certified in Foreign Language and ESL, is serving as our ESL teacher and is responsible for conducting the initial screening and administering the HLIS and Lab-R (if necessary). Furthermore, Ms. Mignone facilitates all ELL instruction according to mandated minutes and student need. Part of that facilitation and her position as the ELL instructor is administering the New York State English as a Second Language Achievement Test (NYSESLAT). Ms. Mignone runs the RLAT to identify each student's modality by grade and the RNMR to see the overall NYSESLAT proficiency results. Last year, of the two students who completed the exam, one ELL student tested out of ESL and the other moved up from an intermediate learner to an advanced learner.

The process for administering the NYSESLAT begins when the Integrated Service Center (ISC) sends the ordering packet to the principal (user ids, passwords and ordering directions). The ESL teacher then orders the NYSESLAT materials for all portions of the assessment (reading/writing and speaking/listening). As materials arrive from Pearson, the ESL teacher ensures that the order is complete, and then stores the testing materials in a secure place. Once the school receives the window of possible testing dates for each section, the schedule of NYSESLAT testing for each ELL student is made. The content-area teachers, ELL students and parents are notified, in writing, of the specific dates of testing of each portion of the NYSESLAT. Our ESL teacher does some preparation with the students, using practice NYSESLAT exams that can be downloaded from the NYSED website.

Our ESL teacher has attended and will continue to attend the training session, given by the ISC, on scoring the NYSESLAT. We have a team of teachers who score the writing portion of the exam. Last year, the team consisted of the testing coordinator, and two English teachers. Once all portions are complete, the ESL teacher is responsible for the packing of all materials, and transportation of such materials, to the ISC. The ESL teacher is also responsible for returning all unused materials, test booklets and cassettes to Pearson, via UPS pickup.

Brooklyn High School for Leadership and Community Service is a transfer school. We do not accept first year high school students and all of our students come to our school from another high school. With that, their high school ESL program is already set at the time of transfer. Nonetheless, we are still open to suggestions from teachers, advocate counselors and parents. For the 2010-2011 school year, and from the school's inception, we only have freestanding ESL students at our school. Unless we find the need to re-evaluate the student, the school adheres and continues the ESL program that was previously in place. Additionally, the ESL teacher, content-area teacher, th guidance counselor and advocate counselors also contact parents/guardians as necessary.

We are always open to parent requests when it comes to our program model for ESL or any other program we offer. Our Language Allocation Policy Team includes a parent coordinator- Ms. Cathy Batista, MSW, our PTA president- Mr. Keith Toussaint., and a family worker- Ms. Elzene Jackson. Also, our CBO is in constant communication with parents and is readily available with support as needed.

Our school continues to build alignment between parent choice and program offerings through the following: PTA meetings, open house for parents, parent teacher conferences and learning environment survey. We value feedback from our parents and use it as a tool for our school to continue to develop and grow.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K 1 2 3 4 5
 6 7 8 9 10 11 12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In										1	1		1	3
Total	0	0	0	0	0	0	0	0	0	1	1	0	1	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs		Newcomers (ELLs receiving service 0-3 years)	0	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	2

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL				1			2			3
Total	0	0	0	1	0	0	2	0	0	3

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Other										0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

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

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

We offer a Freestanding ESL program. Ms. Mignone is currently pushing in to classes 5 periods a week and pulling out students for two periods a week, arranged around the mandated instructional units of support. There are currently no SIFE students, nor are there students who have been in US schools for less than three years.

Each ELL student has an ELA class as well as the mandated instructional minutes. Our intermediate students receive from 360 to 440 minutes of ESL instruction as well as 275 minutes per week of ELA instruction. Our advanced students receive 275 minutes of ELA instruction and 275 minutes of ELA instruction. We do not offer NLA instruction.

In our ESL program, content area in each subject area, is delivered by the respective teacher. The ESL teacher “pushes in” to programmed classes in order to deliver support to ESL student and teacher. Our push-in model also satisfies our ESL students’ mandated minutes, based on their level (beginning, intermediate, or advanced). The ESL teacher is available to the student in programmed classes for assistance. The ESL teacher also makes herself available to students, as needed, for any other content material. This assistance can come before and after school, and during lunch.

The ESL teacher makes content comprehensible to ELL by applying different learning strategies. This allows the students to see that a certain task is actually within their reach, if it is broken down, in a certain way. Such strategies include using prior knowledge, graphic organizers, reference materials, and context cues; planning; note taking; questioning; exploring cognates and root words; and applying ideas to new settings or experiences. All of the aforementioned strategies enhance the ELL’s opportunity to listen, speak, read, and write in English for information and understanding.

Differentiation of instruction for ELLs is achieved by the ESL teacher’s assessment of how the individual student best learns. The ESL teacher can then plan accordingly when deciding on which learning strategy to use with a particular student. Differentiation in learning also aids the ESL teacher when she is tutoring the student because she can apply certain learning strategies, based on her assessment, to enhance optimal learning outcomes.

Our 4-6 year ELLs and long term ELLs continue to be supported by the ESL program as described above and receive more than the mandated minutes required. Additionally the ELL teacher is continual communication with all the ESL student’s teachers, their advocate counselors and their parents. Ms. Mignone also supports students by tutoring before and after school hours, as well as during lunch.

Last year we had one special needs ELL student, who was supported by our program, and was also supported by receiving mandated special education services, including Collaborative Team Teaching. That student tested out of ESL, and is en route to graduating this June. Currently, we have no special needs ELL students.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

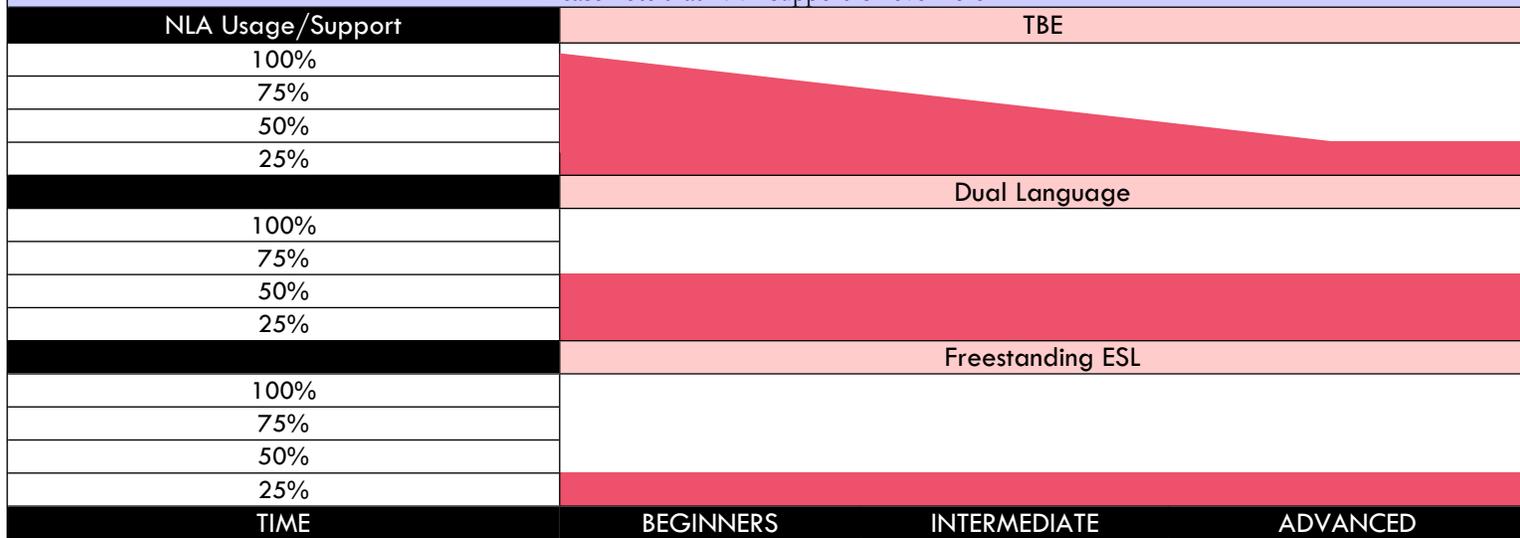
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Brooklyn High School for Leadership and Community Service meets the needs of ELL students by providing an individualized, standard – based, holistic education that also considers the students' socio-emotional needs. As we have a small number of ELL students, we are able give all of our ELL students (in all subgroups) targeted, individualized attention. Through diligent communication, our ELL teacher assesses the needs of the students, and directs the students to receive the supplemental support they need in all areas; academic and beyond. Every young person, including ELLs has an advocate counselor (with an approximate caseload of 34 students) who helps to direct their students socially, emotionally, and academically. We also have a guidance counselor, three MSWs on staff, a campus School Based Support Team, and a rich Learn to Work (LTW) internship program and Learn to Work internship coordinator. Additionally, we have an on site speech teacher and related service provider, and offer both history and English CTT courses, as well an array of after school activities including student government, fitness club and fashion. One to one tutoring is available before and after school hours, and flourishes during student lunch. We have hired the educational consultants Educational Video Center and Dance Theatre Etcetera to help infuse the film and arts into curriculum.

All extracurricular and supplemental programs, as outlined above, are readily available to ELL students, including those transitioning from the program Our ELL students are encouraged and continue to actively participate. Last year, our one ELL special education student passed the NYSESLAT last year, was part of our LTW program and film program, and was the school's valedictorian.

Brooklyn High School for Leadership and Community Service continues to reflect, re-evaluate, and build upon our programs and practice. As such professional development is part of the foundation of our community. For the 2010 -2011 school year, we have hired full time Math coaches who co-facilitate biweekly professional development sessions, In July, we sent our English teacher, who is currently finishing an ESL graduate program, to a weeklong QTEL training. Subsequently, practices and curriculum he learned are turn keyed to the faculty. We have also recently hired two educational consultants, "Renzulli" and "Lessonwriter" to further develop our staff in differentiation of instruction and literacy strategies.

All class rooms are furnished with computers as well as Smart Boards, which are used on a daily basis. Last year we outfitted the library - which is shared by three other schools- with a smart board, 17 computers for student use, and new printers. We have nine laptop carts, both Mac's and PC's, that are accessible to ELL students during class time. We have two new state of the art labs, and We also have a film program in which students are learning how to use film equipment, sound equipment, and film editing programs.

Through working with students one to one on a daily basis, our ELL teacher assesses the needs of students, as well as the varying modalities of learning for each. Considering their specific learning styles and academic needs, Ms. Mignone differentiates instruction accordingly. By using prior knowledge as a foundation, she and the students use graphic organizers, reference materials, the internet, textbooks, workbooks, novels and various general supplies to help foster language acquisition. Translation dictionaries are also available for our ELL students. Native language support is not needed as students are not proficient in their native language.

Brooklyn High School for Leadership and Community Service is an ungraded transfer school for overage under credited youth. We have a comprehensive intake process which helps to assist newly enrolled ELL students. Additionally, before the onset of the school year, the school holds a student orientation to further inform students about our school. Once programmed, students are grouped heterogeneously. In their heterogeneous grouping individual needs of each student, inclusive of ELLs are specifically addressed, and instruction is tailored and

differentiated accordingly. We also offer a myriad of electives to foster student engagement, including two language classes: Spanish Culture through the Arts, and Italian Art Language and Culture.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

N/A

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

Professional development is made available for all staff, including the Guidance Counselor, Special Education teachers, Secretaries and Parent Coordinator, speech therapists, community assistants, family worker and Community Based Organization Staff members: MSWs, advocate counselors and LTW coordinator. Paraprofessionals, and school psychologists are not part of our school's staff.

"Brooklyn High School for Leadership and Community Service continues to reflect, re-evaluate and build upon our programs and practices. As such, professional development is part of the foundation of our community. We have hired full-time Math coach who facilitates professional development sessions twice a week, inclusive of all disciplines. In July, we sent an English teacher who is completing a graduate degree in TESOL (anticipating his degree in January) to a week-long QTEL training session. Subsequently, practices and curriculum he learned are turn keyed to the faculty. We have also recently hired two educational consultants, "Renzulli" and "Writers Express," to further develop our staff in differentiation of instruction and literacy strategies. We have also recently acquired multi-media resources in "Teaching Strategies for English Language Learners (ELLs)". We are implementing the strategies for differentiated instruction, to best support our ELLs.

Facilitated by our ELL teacher, on site coach, and English teacher, 7.5 hours of ELL training will be incorporated into the weekly professional development plans for all staff.

Students are ungraded and do not move from grade to grade as they would in a traditional school. Therefore a transition plan that is based on school level is not needed.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

The school will put into effect operations, procedures and programs to include parents, inclusive of ELL parents, in the development of school-level parent involvement activities. This will be carried out in the following manner:

§ Parent Night (September) will initiate formal orientation to school staff, programs and opportunities for parental involvement

§ Parents will have periodic surveys sent to their homes, which they will be asked to return to the school, soliciting their interest in

participating in a number of proposed parent involvement activities, as well as offering a section on the survey that will allow them to offer new ideas for parent involvement activities

§ As the school begins new parent initiatives, the school will offer special “kick-off” meetings, which will offer parents opportunities to be fully informed about each initiative, as well as the opportunity to form sub-committees for each initiative, to further enhance parent leadership and involvement.

§ Parents will be interviewed as part of the school's Quality Review

§ The aforementioned parent surveys will be utilized during the School Progress Report

§ Parents will be included in the school's Annual Evaluation of the school's Parent Involvement Policy

The Brooklyn High School for Leadership and Community Service is a transfer high school that operates in partnership with the New York City Department of Education (DOE), and the Community Based Organization, the Brooklyn Bureau of Community Service (BBCS). BBCS has an on-site staff which includes a program director, an assistant program director, six advocate counselors, and an LTW coordinator (one of which are MSWs). The BBCS is in constant contact with parents and continually organizes parent meetings as well informational sessions.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

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

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B													
	I											1		
	A										1			
	P													1
READING/ WRITING	B													
	I											1		
	A										1			1
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1		1	
Math <u>algebra</u>	1		0	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Math <u>math a</u>	1		1	
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography	1		1	
US History and Government	1		1	
Foreign Language				
Other				
Other				
NYSAA ELA	1		1	
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?

advocate counselor, as well as the ELL teacher, reviews the progress reports with students and conferences with each teacher as needed. The progress reports are one way in which we evaluate the success of our ELL students. We assess a student's credit accumulation and also use scores from the NYSESLAT and NYS Regents. Last year, three of our ELLs passed all of their state examinations and graduated. In addition, one of the graduates was a special needs ELL student who ultimately become the valedictorian. Two of our non-graduates moved from intermediate to advanced in both NYSESLAT modalities, and one passed her US History Regent - which is the last regent that she needed to obtain a regents diploma. She is projected to graduate this year.

Overall we have intermediate and advanced students. Therefore, our students can communicate effectively with teachers and other students. The data patterns across NYSESLAT modalities revealed that the students need the most help in reading comprehension and writing. Our ELL teacher considers this data and differentiates instruction accordingly.

According to the NYSESLAT results and the patterns across proficiencies and grades, we find that the higher the students perform on the NYSESLAT, the better they perform in the content areas. We also find that those same students progress at a better rate in regards to attaining their credits for graduation.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		

	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		