



BROOKLYN DEMOCRACY ACADEMY HIGH SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 23K643
ADDRESS: 985 ROCKAWAY AVENUE
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 23K643 **SCHOOL NAME:** Brooklyn Democracy Academy

SCHOOL ADDRESS: 985 Rockaway Avenue Brooklyn NY 11212

SCHOOL TELEPHONE: 718-342-6348 **FAX:** 718-342-6708

SCHOOL CONTACT PERSON: Thomas McKenna **EMAIL ADDRESS:** Tmckenn2@scho
ols.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Janice Johns

PRINCIPAL: Thomas McKenna

UFT CHAPTER LEADER: Durojaye Akindutire

PARENTS' ASSOCIATION PRESIDENT: Janice Johns

STUDENT REPRESENTATIVE:
(Required for high schools) Lagina Williams

DISTRICT AND NETWORK INFORMATION

DISTRICT: 23 **CHILDREN FIRST NETWORK (CFN):** New Visions CFN

NETWORK LEADER: Janet Price

SUPERINTENDENT: Aimee Horowitz

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
Thomas McKenna	*Principal or Designee	
Durojaye Akindutire	*UFT Chapter Chairperson or Designee	
Janice Johns	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Lagina Williams/Asia Summers	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Cherise Littlejohn	CBO Representative, if applicable	
Greg Lucas	Member/	
	Member/	

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

* 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.

Brooklyn Democracy Academy High School is a transfer school serving students between the ages 16-20 who have chosen to reengage in high school after having previously dropped out of school or become excessively truant. Our school serves students within a specific catchment area including, Brownsville, East New York, East Flatbush, Canarsie, and parts of Bedford Stuyvesant. Our school is modeled after South Brooklyn Community High School, and was opened in September 2008 as a partnership between the Department of Education and the Jewish Child Care Association (JCCA). Leadership is shared by the DOE Principal and the JCCA Program Director. The following are features specific to our school:

- **Jewish Child Care Association:** A team of 8 advocate counselors, each with a caseload of 25 students, works with students and families from the moment they are admitted, (from initial interview?) maintaining daily contact with students in order to establish goals, outline academic and behavioral expectations, create a plan for graduation, and develop a relationship with the family.
- **Intensive Attendance Outreach:** JCCA Advocate Counselors collect daily attendance information and reach out to students and families. When a student has been absent for 2 consecutive days without contact, a home visit is conducted to ascertain the reason for the absence and/or to create interventions for the student.
- **Learning to Work (LTW) Program:** Operated by JCCA, our Internship Coordinator establishes appropriate work sites, facilitates internships, teaches job readiness and employability skills, and follows student skill development at the work sites.
- **Shared Leadership:** The school is co-led by a Department of Education principal and a Jewish Child Care Association Program Director.
- **Small class size:** Most classes have between 15 and 20 students, with 25 as the maximum class size.
- **Instructional Approach:** Our approach includes a rigorous academic program; focusing on the use of Bloom's Taxonomy as a teaching and assessment tool; the teaching of Learning Strategies for skills development, and the use of the Workshop Model for lesson development.
- **Curriculum Mapping:** All teachers participate in intensive curriculum mapping during the summer for the following trimester, with the support of (Jane's title).
- **Accelerated Credit Accumulation:** A 3-cycle structure (with the possibility of summer school) from Sept-December, December-March, and March-June creates opportunity for students to earn a minimum of 15-18 credits per year.
- **Frequent ongoing Academic assessments:** Students' learning and progress are closely monitored and assessed, with benchmark assessments every two weeks in all subject areas.
- **Academic support:** Tutoring is mandatory for students not succeeding in their content area classes, and is available three days per week.
- **Structured Academic/Graduation Plan:** Students are expected to complete remaining credits (44 total) and 5 Regents within 18-24 months. In some cases, such as in intake of students with 0-6 credits, that time period has been extended for them to 18-36 months.

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.

CEP Section III: School Profile Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Brooklyn Democracy Academy						
District:	23	DBN:	23K643	School BEDS Code:	332300011643		
DEMOGRAPHICS							
Grades Served:	Pre-K	3	7	11	√		
K	4	8	12	√	Ungraded		
1	5	9	√				
2	6	10	√				
Enrollment	Attendance - % of days students attended:						
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	(As of June 30)
Pre-K		0	0	0		TBD	
Kindergarten		0	0	0			
Grade 1		0	0	0			Student Stability - % of Enrollment:
Grade 2	0	0	2007-08	2008-09	2009-10	(As of June 30)	
Grade 3	0	0	0	93.1		TBD	
Grade 4		0			0		
Grade 5		0	0	0		Poverty Rate - % of Enrollment:	
Grade 6	0	0	2007-08	2008-09	2009-10	(As of October 31)	
Grade 7	0	0	0	60.0		53.3	
Grade 8		0			0		
Grade 9		63	28			Students in Temporary Housing - Total Number:	
Grade 10	73	74	2007-08	2008-09	2009-10	(As of June 30)	
Grade 11	12	56		13		TBD	
Grade 12		3			41		
Ungraded		0	0			Recent Immigrants - Total Number:	
Total	151	199	2007-08	2008-09	2009-10	(As of October 31)	
1			0				
Special Education Enrollment:	Suspensions (OSYD Reporting) - Total Number:						
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	(As of June 30)
# in Self-Contained Classes	0	1	4		TBD		Principal Suspensions
# in Collaborative Team Teaching (CTT) Classes	18	24	7		TBD		Superintendent Suspensions
Number all others		0			2		
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			

	2007-08	2008-09	2009-10	(As of October 31)	
	0	0		CTE Program Participants	
	0			Early College HS Program Participants	
				English Language Learners (ELL) Enrollment:	
				(BESIS Survey)	
				2009-10	
				Number of Staff - Includes all full-time staff:	
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of October 31)</i>	
# in Transitional Bilingual Classes	0	0	0	Number of Teachers	
# in Dual Lang. Programs	0	0	0		
# receiving ESL services only	3	5	11	TBD	

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?
-

Brooklyn Democracy Academy is a small transfer school designed for young people who, after initial enrollment in 9th grade at a high school within the Brooklyn community have been excessively truant or dropped out of school. Jointly operated by the New York City Department of Education and the JCCA, Brooklyn Democracy Academy is designed to provide intensive support and services to students to ensure continued attendance in school. Each student is assigned an Advocate Counselor throughout their time at the school. Each counselor works with no more than 25 students. The school is un-graded and committed to heterogeneous grouping that integrates a rigorous, standards-based instructional model with the best practices in youth development. With an accelerated credit program, students have the opportunity to earn up to 19 credits a year. Students participate in employment readiness and skills development to prepare them for college and the workforce.

During the first year of our school we built upon those things which we learned in working with our model school, South Brooklyn Community High School, as well as with other established transfer schools using the same model. As a transfer school, most of what we have learned has come through experiences with students and families and figuring out the various structures necessary to serve their needs appropriately. Brooklyn Democracy Academy was designed to practice a Youth Development Model, reflecting core values which directly relate to serving students' socio-emotional and academic needs. The implementation of this model has led us to develop reflective practices to help us recognize and identify the areas we have been in successful in and those where we need to further develop. During our first year we experienced many successes, both quantitative and qualitative in nature. At the same time, there are very clear areas of growth which we will focus on in the 2009-2010 school year, while continuing to develop those which we are doing well.

Growth in Population

In the 2008-2009 school year, we opened with a register of 151 students, meeting our capacity for year one. In 2009-2010, we have admitted an addition 75 students, bringing our total current register to 200, which is our full capacity as a school. This year, we have 209 students. Along with the increase in students, we also increased the teaching staff by adding a third Science teacher and a second special education teacher, bringing the DOE teaching staff to 15 teachers. Additionally, we hired two advocate counselors, bringing our counseling staff to 8. While we were aware of the changes that an increase in students would bring, we were also confident that the structures established in the school

were strong enough to withstand the shift in population. This included classroom, counseling, student leadership, and crisis intervention structures. We started the year with a student orientation, focusing on clarifying and reviewing the school structures for both new and returning students.

Professional Development

The culture of teaching and learning at Brooklyn Democracy is one of constant self-reflection, through the use of both qualitative and quantitative data, and a rigorous approach to feedback around instructional practices. The reality of a transfer school includes an extremely transient student population, wide variety of skills, including occasional severe academic skill deficits, all working within a timeline to meet graduation requirements. As a staff, this creates a need for very focused, specific, and timely assessments of students, in order to provide constant feedback. Within our school structure exists a formal benchmark assessment structure, occurring biweekly, providing students with a progress report for every class every two-three weeks. Students are made aware of where they are, the reasons why, and what is needed to progress. This structure is particularly important for our students because it is consistent and timely, and gives us a tool to use in planning instruction and in individual meetings with students and families. This feedback structure also helps instructional staff and counselors gain clarity around assessment standards and goal-setting for student learning. In summer 2010, the staff participated in professional development with our learning specialist on incorporating the Common Core Standards for Reading in all content areas, developing timelines, learning goals, and assessment rubrics in all subject areas. Ultimately through this work, we hope to continue to refine assessments and lessons that meet student needs at all levels, allowing growth from one level to the next, advancing student ability to think critically and meet curricular learning standards. Additionally, our professional development focuses on assessing and using student learning levels to improve outcomes for all students.

None of our teaching staff from our first year left the school and we have added 2 more teachers. We are pleased that there is a strong commitment to this new school and to working to best meet the needs of our transfer high school students.

Additionally, our students earned an average of 12 credits per year, compared to an average of 4.3 credits per year at their previous schools. This increase in credit accumulation is due not only increased attendance, but increased engagement in the classroom. This has resulted in a high graduation rate for our students, averaging a maximum of 18-24 months with us. This year our projected total graduation number is 71 graduates, topping last year's 58., and the 15 from year 1. While a high number of graduates certainly speaks to a high level of student engagement, it also creates the need to take in large numbers of students, which in turn, constantly shifts our community. Our role as staff is to maintain the core principals at the forefront of our work, in order to facilitate the transition of new students to our community. This manifests itself through Community Leaders, our Advocate Counselor-led groups, as well as in our classrooms.

Our approach to instruction is one where students are highly accountable for learning through hands-on activities and product-driven lessons. Students work individually and in groups to not only maximize academic learning, but team-building and social skills as well. We are working on fully implementing the workshop model approach to use the lesson as an opportunity for the teacher to model particular skills within the content area, and then students are expected to practice these particular skills and through the process learn the necessary content. While we are accountable to the Regents exams, we do not consider ourselves to be a Regents-driven school. Our timeline with students usually translates

into two years where we have to prepare them to pass Regents exams, facilitate the earning of 44 credits, as well as ensure that students are ready to move on to post-secondary education.

We have developed several structures outside of the regular school day program in order to increase engagement and improve student achievement. These include

- ✓ Regents Tutoring (Monday-Thursday, 8:00-8:40am, Lunchtime, and After School)
- ✓ After school Basketball Program
- ✓ Marching Band (in conjunction with Brownsville Recreation Center)
- ✓ Performing vocal ensemble

Attendance

As a transfer school serving students between the ages of 16 and 20 who have previously dropped out of school, engaging students into our school structure and maintaining their attendance is undoubtedly our biggest challenge. We used data from our first year to continue developing structures to support: new student induction, support for 2nd and 3rd year students, a clear student handbook, increased transparency in attendance procedures for families, variety in incentives, as well as earlier interventions for students who develop absence patterns.

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.

Goal 1: By May 2011, all teachers will support the development of literacy skills in essay writing and reading comprehension in all subject areas in order to support student achievement on Regents exams. Our long term goal is for 100% of our students to score a 65 or above.

Measurable Objectives:

- By December 2010, 100% of teachers at BDA will demonstrate the following
 - a. Submission of Weekly Outlines that include specific learning objectives, daily assessments, and integrate Learning Strategies into two week units.
 - b. Biweekly assessments that reflect content objectives, skills objectives, and incorporation of the Common Core Standards.
 - c. Engaging in peer observations within and outside of their department.
- By May 2011, 100% of teachers in Science, Social Studies, Special Education, ESL, and English will be giving a minimum of one essay (or other extensive writing assignment) per month that includes a revision process.

Goal 2: By June 2011, school attendance will be 75%, a 5% increase from the 2009-2010 school year average of 70%.

Measurable Objectives

- Student attendance will consistently be above 75% from September-December.

Goal 3: Develop a school culture at BDA where 100% of students new to the BDA school culture feel welcome and engaged.

Measurable Objectives:

- By December 2010, a survey of students will be collected to gauge student views on Brooklyn Democracy Academy.
- By June 2011 students will again be given a survey. Results will be studied by BDA as part of Bklyn/Qns day PD and an action plan for the 2011/12 school year will begin.

Goal 4: Increase academic expectations and achievement for students with IEP's in order to more effectively prepare them for post secondary opportunities.

Measurable Objective:

- Increase by 5% the number of students with IEPs who attain a 65% or above on Math and ELA Regents exams.
- Increase by 5% the number of students with IEPs who earn a Regents diploma. In the 2009-2010 academic year graduating student with an IEP earned a Regents diploma.

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.*

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><u>Goal 1:</u> By May 2011, 100% of Science, Social Studies, Special Education, ESL, & English teachers will include Literacy strategies (reading and writing) in daily lessons.</p> <p>Measurable Objectives:</p> <ul style="list-style-type: none"> • By December 2010, 100% of teachers at West Brooklyn will demonstrate the following <ul style="list-style-type: none"> d. Submission of Weekly Outlines that include specific learning objectives, daily assessments, and integrate Learning Strategies into two week units. e. Biweekly <u>assessments</u> that reflect content objectives, skills objectives, and varying levels of critical thinking (using the Bloom’s Taxonomy framework). f. Engaging in peer observations within and outside of their department. • By March 2011, 100% of teachers in Science, Social Studies, Special Education, ESL, and English will be giving a minimum of <u>one</u> essay (or other extensive writing assignment) per month that includes a revision process.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Weekly/Biweekly Department Meetings to share best practices among teachers; look at student work, and share in the department action plan. • Continued position of Instructional Support Specialist to work with our new teacher as well as returning staff members who need continued support in the area of unit and lesson planning. • Department Facilitators support department in looking at student work, engaging in feedback around assessments, and ensuring the dept’s commitment to the yearlong goals. • Weekly Feedback on Lesson Outlines from Principal and Assistant Principal focused on clarifying objectives and ensuring proper daily assessments • Biweekly Observations focused on specific feedback given at initial cycle observations based on Observation Protocol. • Peer Observation system where teachers are observing teachers within their department and outside of their department will support in aligning practices and engaging the community in a conversation about continued professional development needs. • Teacher networks across New Visions transfer schools will meet every 6 weeks to share curriculum and best practices.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Instructional Support Specialist: \$2,500/yr in Per Session (Fair Student Funding) • Data Specialist: \$2,500/yr in Per Session (Fair Student Funding) • Department Facilitators for Science, Social Studies (2), Math, & English: \$1,000 each, \$1,000 for (2) Social Studies. TOTAL: \$5,000/yr in Per Session (Fair Student Funding) • Monthly Professional Development to present schoolwide & department data and read educational literature around teaching college-ready skills. (\$14,000/yr)- Use of Inquiry Team & Data Analyst Funds. • Per Session for New Visions Transfer School Teacher Networks \$3000yr in Per Session

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Student writing assessments to be used as evidence in department meetings as well as Case Conferencing meetings. • Classroom observation protocols will be filed by Principal & Assistant Principal and used in End of Cycle Evaluations with teachers. • Maintaining a Record of Weekly Outline Submissions & Feedback • After every Professional Development workshop we request written feedback around how the session helped and what the existing needs are. • Powerschools Reports specifically on Formal Assessment grades by teacher and department will be reviewed at the end of every cycle.
<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><u>Goal 2:</u> By June 2011, school attendance will be 79%, a 1.3% increase from the 2009-2010 school year average of 77.8%.</p> <p>Measurable Objectives</p> <ul style="list-style-type: none"> • Student attendance will consistently be above 80% from September-December. • Students who attend the RAMAPO retreats will maintain an attendance rate above 80%.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> 1. Creation of an Attendance Committee to monitor student attendance trends, consisting of Good Shepherd Services (GSS) Assistant Program Director, Assistant Principal, Attendance Teacher, and Guidance Counselor. 2. Continued attendance outreach, including home visits, by GSS Advocate Counselors to students and families. Advocate Counselor caseloads consist of no more than 28 students. 3. Youth Leadership Board (YLB) Advisor coordinates student trips to RAMAPO Outdoor Leadership Training for Community & Character Building. 3 trips to RAMAPO Outdoor Leadership Program of 30 students (and 6 staff members) each. 4. Student Attendance Incentives (Movie Trips, Museum Trips, Sports Tickets, Barnes & Nobles Gift Cards, Ipods, etc) \$8,000/yr (General Hold Harmless Funds) 5. Public Displays of student attendance by Advocate Counselor Group.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ol style="list-style-type: none"> 1. Youth Leadership Board (YLB) Advisor coordinates student trips to RAMAPO Outdoor Leadership Training for Community & Character Building. \$8,000/yr in Per Session (Fair Student Funding) 2. 3 trips to RAMAPO Outdoor Leadership Program of 30 students (and 6 staff members) each. \$20,000/yr (Title I funds) 3. Student Attendance Incentives (Movie Trips, Museum Trips, Sports Tickets, Barnes & Nobles Gift Cards, Ipods, etc) \$8,000/yr (General Hold Harmless Funds) 4. Support by Good Shepherd Services for Attendance Outreach and Support. \$100,000 (Title I funds) 5. Funding Manhattan New Music Project & Urban Word for Elective Courses \$50,000/yr (Title I funds)

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. Weekly attendance rates; Attendance Committee reviews attendance on a monthly basis, with a breakdown by week and by benchmark. 2. Monitoring students with 65-80% attendance; developing specific interventions for that group. 3. Increase vigilance on patterns of students cutting; including teachers in intervention strategies to address cutting. 4. Increase the number of extracurricular activities students can participate in; trips, etc. 5. Continuing and expanding current elective offerings; to add: photography and additional theater courses.
<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal 3: Develop Powerschools into a comprehensive data system that will support advocate counselors, teachers, students, and families in understanding student academic and social progress.</p> <p>Measurable Objectives:</p> <ul style="list-style-type: none"> • By December 2010, a pilot group of teachers will begin turnkey professional development in assessing students according to the Conley metrics on College & Career Readiness and how to perform data entry into Powerschools. • By December 2010, 50% students will have a clear understanding of how to utilize Powerschools to view their own data. • By March 2011, 50% of families will have been scheduled for a meeting to practice using Powerschools to view their son/daughter’s academic progress in Powerschools. • By May 2011, 100% of teachers and advocate counselors will be utilizing a minimum of <u>1</u> Conley Metric around College & career Readiness to assess students on a monthly basis. • By May 2011, 100% of students will have had an opportunity to practice and utilize Powerschools to access their individual achievement data.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> 1. Group of 3-5 teachers and advocate counselors will pilot using Powerschools to track student progress along the Conley metrics on a monthly basis. During monthly debrief meetings, pilot group will discuss challenges, benefits, and learnings from this process. \$5000/yr. Per Session (FSF) 2. Narrow down the Conley metrics and determine which are most appropriate for specific subject areas, create rubrics for standards, and collect exemplars. 3. Monthly shareout of this information at Professional Development meetings. 4. Establish practices around using data for Parent Association meetings and Open School Night/Afternoon. 5. Utilizing Open School and PTA meetings to train families in how to use Powerschools as a tool for supporting their son/daughter and keep informed of their progress.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ol style="list-style-type: none"> 1. Pilot group of teachers utilizing the Conley metrics to track student progress along College & Career Readiness standards. \$2,500/yr in Per Session (FSF) 2. Facilitating meetings with families around use of Powerschools. \$1,000/yr in Per Session (Title I) 3. Continuous Powerschools training for teachers and advocate counselors. \$5,000/yr in Per Session 4. Maintenance and updates for Powerschools database \$4000/yr (TL One Time Allocation Funds)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. Focus Group with Conley Pilot Group to determine challenges and successes of pilot. 2. By December 2010 and May 2011 student surveys indicate that 25% (and 50%) of students, respectively, have a clear understanding of where they stand in the Conley College & Career Readiness Metrics. 3. By May 2011, a focus group will indicate that students involved in the Pilot group of teachers are able to clearly articulate the areas they are challenged by and are successful in with relation to College & Career Readiness. 4. By May 2011, 25% of parents surveyed will indicate satisfaction with Powerschools as an informative tool.
<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><u>Goal 4:</u> Increase student achievement on Regents exams as related to achieving post-secondary success standards for CUNY schools.</p> <p>Measurable Objectives:</p> <ul style="list-style-type: none"> • Increase by 5% the number of students who attain a 65% or above on the Math and ELA Regents exams. In January 2010, the percentage of students who achieved a 65% or above in ELA was 70%. In June 2010, the percentage of students who achieved a 65% or above in ELA was 82% and in Math 57%. For 2010-2011, we will achieve 87% in ELA and 62% in Math. • Increase by 3% the number of students who attain a 75% or above on Math and ELA Regents exams. In 2009-2010, the percentage of students who achieved a 75% or above in ELA was 46.1%, in Math 21%. For 2010-2011, we will achieve 49% in ELA and 24% in Math.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> 1. Utilize monthly Teacher Professional Development & Staff Meetings to look at data and collaborate in establishing Post Secondary Readiness Standards. 2. Continue use of Conley metrics as assessment measures. 3. Continue partnership with At Home In College to effectively provide CUNY Exam preparation to our students through our Transitional College Math & English classes, as well as our College Transitional Course. 4. Data Specialist will support departments in utilizing New Visions item analysis tools in order to input data from June 2010, August 2010, and January 2011 Regents results to determine patterns and support action planning throughout the year. 5. Utilize Case Conferencing as a vehicle for Advocate Counselors, teachers, administrators, College & Career office to discuss specific skills goals for students as well as intervention strategies and action plans. 6. Develop partnerships with CUNY schools, i.e. Kingsborough Community College for Summer

	<p>Programs such as President's Prep and Saturday Programs for College Credit.</p> <ol style="list-style-type: none"> 7. Integrate data on alumni and college-related statistics. 8. Continue to alleviate teachers during the Elective period in order to allow for teachers to meet and collaborative on curricula within and across subject areas, data collection & analysis, as well as lesson modeling and reflection. This entails hiring several teaching artists. (positions outlined in Goal 2- \$50,000/yr) 9. Collect, record, and analyze classroom observation data using NVPS Classroom Walkthrough Tool as well as West Brooklyn Observation Protocol. 10. Using Periodic Assessment data to both create targeted interventions as well schoolwide instructional shifts through professional development. 11. Utilize Periodic Assessment data (Acuity) to help establish baseline information on students and develop instructional goals for students not meeting grade level criteria. <ul style="list-style-type: none"> • Assessments will be administered to all students in October, February, and May in order to assess student growth and identify necessary academic interventions. • Student taking the ELA & Math Regents Exams in January 2011 will be given the Predictive Regents Year Comprehensive Exams in ELA & Math in November 2010 to identify areas of urgent need for preparation for Jan. exam. • Students taking ELA & Math Regents Exams in June 2011 will be given the Predictive Regents Year Comprehensive Exams in ELA & Math in April 2011 to identify areas of urgent need for preparation for Jan. exam
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ol style="list-style-type: none"> 1. Data Specialist role, \$2500/yr in Per Session (School Inquiry Team Funds) 2. Monthly Professional Development Meetings for 20 staff members \$14000/yr in Per Session
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. Department specific surveys will demonstrate clarity and use of data to better understand student needs and performance. 2. End of cycle data from Powerschools reports (attendance, class passing rates, and Formal Assessment scores) 3. January 2010 Check in after Regents week to assess progress towards schoolwide and department year-long goals. 4. Classroom Walkthrough Data Snapshots 5. ARIS & HSST Reports 6. ACUITY Reports that outline student-specific skill and content knowledge to create targeted instructional goals. 7. Creation of an Alumni Survey to determine level of preparedness for post secondary opportunities to be administered in the Fall of 2010.

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><u>Goal 5:</u> Increase academic expectations and achievement for students with IEP's in order to more effectively prepare them for post secondary opportunities. Measurable Objective:</p> <ul style="list-style-type: none"> • Increase by 2% the number of students with IEPs who attain a 65% or above on Math and ELA Regents exams. In June 2010 50% of the Students with an IEP scored a 65 or above on the ELA regents and 75% scored a 65 or above on the Integrated Algebra Regents. • Increase by 2% the number of students with IEPs who earn a Regents diploma. In the 2009-2010 academic year no graduating student with an IEP earned a Regents diploma.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. Utilize monthly Teacher Professional Development & Staff Meetings to look at data, and develop action plans for specific classes and Community Leader groups. The Special Education coordinator would lead this effort. 2. Collect, record, and analyze classroom observation data using NVPS Classroom Walkthrough Tool as well as West Brooklyn Observation Protocol. 3. Using Periodic Assessment data to both create targeted interventions as well schoolwide instructional shifts through professional development.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ol style="list-style-type: none"> 1. After-school Professional Development workshops for all teacher funded through TL One Time Allocation
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> 1. Department specific surveys will demonstrate clarity and use of data to better understand student needs and performance. 2. End of cycle data from Powerschools reports (attendance, class passing rates, and Formal Assessment scores) 3. January 2010 Check in after Regents week to assess progress towards schoolwide and department year-long goals. 4. Classroom Walkthrough Data Snapshots 5. ARIS & HSST Reports 6. ACUITY Reports that outline student-specific skill and content knowledge to create targeted instructional goals.

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								
10								
11								
12								

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:	Subject Area tutoring is available during various mornings and on Thursdays between 3 and 3:45. Additionally, we have added small group instruction to students who have demonstrated literacy challenges through our in-house and periodic assessments. All students at Brooklyn Democracy Academy High School have been unsuccessful on one or more Regents exams upon entry. During the school day, all students are placed in small classes (average class size=18). The small class environment is particularly helpful in allowing teachers to give students individualized attention and academic support. We have also added a .3 ESL teacher to our staff, allowing for those students who need additional language support to receive it on a daily basis.
Mathematics:	Subject Area tutoring is available during various mornings and on Thursdays between 3 and 3:45. Additionally, we have added small group instruction to students who have demonstrated numeracy challenges through our in-house and periodic assessments. All students at Brooklyn Democracy Academy High School have been unsuccessful on one or more Regents exams upon entry. During the school day, all students are placed in small classes (average class size=18). The small class environment is particularly helpful in allowing teachers to give students individualized attention and academic support. In our math department, we have a team teaching structure for the Intro Algebra classes.
Science:	Subject Area tutoring is available during various mornings and on Thursdays between 3 and 3:45. All students at Brooklyn Democracy Academy High School have been unsuccessful on one or more Regents exams upon entry. During the school day, all students are placed in small classes (average class size=18). The small class environment is particularly helpful in allowing teachers to give students individualized attention and academic support. We have also ensured that students take their lab class during the cycle which they are taking their Living Environment Regents in order to better support their content learning.
Social Studies:	Subject Area tutoring is available during various mornings and on Thursdays between 3 and 3:45. All students at Brooklyn Democracy Academy High School have been unsuccessful on one or more Regents exams upon entry. During the school day, all students are placed in small classes (average class size=18). The small class environment is particularly helpful in allowing teachers to give students individualized attention and academic support. Our Global 1 and Global 4 classes are smallest, providing teachers an opportunity to effectively assess students upon beginning their Global History sequence, as well as ensure that in Global History 4 they receive appropriate support and feedback on their writing.

At-risk Services Provided by the Guidance Counselor:	The Guidance Counselor works in conjunction with our Jewish Child Care Association (JCCA) staff to ensure that students are receiving one-on-one counseling to address individual academic needs. During the school day, the guidance counselor meets with students individually to discuss post-secondary planning and ensure that students are properly informed of all opportunities available to them.
At-risk Services Provided by the School Psychologist:	Our school psychologist is one that is provided and shared through our CFN. Any students needing referrals for outside psychological services meet with our JCCA staff and are provided the necessary information.
At-risk Services Provided by the Social Worker:	Our JCCA Program Director and Assistant Program Director along with several of our Advocate Counselors are licensed Social Workers. We do not provide specific counseling services here outside of those related to student academic support; any needs that extend beyond that are dealt with through appropriate referrals.
At-risk Health-related Services:	Through our relationship with Brookdale and Woodhull Medical Centers we refer students with specific health-related needs.

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

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) 10- 12 Number of Students to be Served: 8 LEP Non-LEP

Number of Teachers 1 Other Staff (Specify) Advocate Counselor

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.

I. During the 2010-2011 school year we serve 8 students with English Language needs. In order to meet these student's needs we offer a language intensive course taught by a ELA educator who is earning her ESL/ELL certification. The majority of subject area teachers received additional literacy training through OELL and QTEL in order to work more effectively in meeting the student's needs. Additionally, the ELA teacher uses our weekly conferencing schedule to meet with counselors and teachers about these students' progress. It is also expected that the staff receive monthly or quarterly updates regarding our ELLs and their progress.

The identification of students occurs prior to coming to the school. Brooklyn Democracy Academy is a transfer school; serving students who have been previously enrolled in high school, but for various reasons are unsuccessful. These students choose to come to Brooklyn Democracy Academy to pursue their high school diploma. All students have been previously enrolled in the 9th grade and for some; specific learning needs have been identified. None of the students are newly arrived immigrants; they are required to take a Reading Diagnostic in order to determine their reading comprehension and vocabulary level. Students who enter with an ELL designation are placed in Literacy Support classes, identified to the teaching staff, and provided with Pull Out Services where necessary.

Students are tested in accordance with regulations for the NYSESLAT. The LAB-R is not administered here as it is not applicable. During the admissions process to the school, the family is interviewed and the instructional program is made clear to the parents. Parents engage in a conversation with JCCA staff about what supports will best serve their child and what options Brooklyn Democracy Academy can provide.

Sharon Evans, Assistant Principal, supervises the ESL program services in the school and ensures that student's needs are consistently met. Our curricula across all content areas include materials and readings that engage students at different levels. We focus on providing a learning environment that incorporates visual components at all times, ensuring that vocabulary is provided in a context. Technology is a growing component of our instructional program; laptop use is encouraged for students who have challenges with reading and writing; including students with ELL needs. We also offer Regents Prep twice a week after school and during lunch and encourage all of our students to attend, especially those who need more one-on-one time to understand the content and work to their potential. We meet with groups of students prior to the Regents administration period to encourage them to sign up for a specific regents prep time.

All student admissions interviews, parent meetings, Open School information, and other events involving parents include translations in Spanish and Haitian. These services are provided by staff that is fluent in these languages. We are continuing to research ways to have all materials and meetings translated to Chinese and Arabic.

A. Curricular: Although our current ESL teacher is not certified yet, they are taking the appropriate steps to be certified by the end of the year through coursework in Touro. As a learning community we are committed to ensuring that our students with language needs are able to receive the necessary support. As a result, we have engaged in QTEL training within our English and Social Studies department. Additionally the principal and assistant principal have engaged in ELL trainings through the Office of English Language Services. All of our coursework is based on teaching students Learning Strategies which can be applied across all content areas. These include questioning, visualization, making connections, etc. Teachers in all subject areas are trained to apply these as learning tools in order to facilitate student access to information. The use of Bloom's Taxonomy to build student critical thinking skills is another key component to our curricula. Through consistent assessments, teachers are able to identify student skill levels and create plans of action to address student learning needs and help scaffold skills.

West Brooklyn Community High School is a transfer school serving students between the ages 16-20 who have chosen to reengage in high school after having previously dropped out of school or become excessively truant. Our school serves students within a specific catchment area including, Sunset Park, Borough Park, Flatbush, Kensington, Bay Ridge, and parts of Bensonhurst. Our school is modeled after South Brooklyn Community High School, and was opened in September 2006 as a partnership between the Department of Education and Good Shepherd Services. Leadership is shared by the DOE Principal and the GSS Program Director. The following are features specific to our school:

- **Small class size:** Most classes are between 15 and 20 students, with 25 as the maximum class size.
- **Instructional Approach:** Our approach includes a rigorous academic program; focusing on the use of Bloom's Taxonomy as a teaching and assessment tool; the teaching of Learning Strategies for skills development, and the use of the Workshop Model for lesson development.
- **Accelerated Credit Accumulation:** A 3-cycle structure (with the possibility of summer school) from Sept-December, December-March, and March-June creates opportunity for students to earn a minimum of 15-18 credits per year.
Structured Academic/Graduation Plan: Students are expected to complete remaining credits (44 total) and 5 regents within 18-24 months. Due to our intake of 23 students with 0-6 credits, that time period has been extended for them to 18-36 months.

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.

The following activities are available to students after school: Tutoring in all subject areas, Senior Committee, the Youth Leadership Board and our Learning to Work Internship Program. Our ELL students all participate in the Learning to Work program.

- **Learning to Work (LTW) Program:** Operated by Good Shepherd Services, our Internship Coordinator establishes appropriate work sites, facilitates internships, teaches job readiness and employability skills, and follows student skill development at the site. Students are identified for these internships, and the Youth Internship Coordinator helps students develop the skills necessary to be successful in various positions.

II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

The family-school relationship is critical to the success of our school model. Families are involved in the student's experience at West Brooklyn from the onset. They participate in the interview process and are made aware of the school's structures, resources available to them, and the type of school structure and services we provide. Parents/families are contacted if students are not in school and home visits are conducted if contact is not established with the student and family within two school days. At the end of each cycle (every 3 months) we host an Honor Roll Breakfast or Luncheon, providing us the opportunity to celebrate student success with families. Additionally, during ever PTA meetings we provide translation for Spanish-speaking parents who attend. Parent interviews conducted prior to students starting include Chinese (Cantonese), Spanish, and Haitian Creole.

III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

During our new student orientation, we provide students with the opportunity to get to know each other (new and returning) as well as begin to establish relationships with staff. It creates an environment where students feel connected to each other through a common experience and begins to break down barriers to developing positive relationships. All students new to West Brooklyn are required to take English 3 and 4 which are foundation courses in strategies for reading and writing. Students use a class novel that is accessible to all levels, and engage

in meaningful activities that allow for students to develop strategies for approaching texts in all subject areas and express themselves in written form.

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.

IV. Staff Development (2010-2011 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

In the past, QTEL trainings have played a significant role in our instructional program. Since New York trainings aren’t being offered as often as in the past we have encouraged our staff to attend other programs sponsored by OELL. These programs have allowed us to continue to focus on literacy and adequately scaffolding student learning. We plan to continue to attend these sessions, which are also available for school leadership. These workshops provide us with resources which are not only helpful in supporting ELLs but all students. A large part of our population comes in with 6th or 7th grade reading levels, and the strategies that are taught in these workshops are highly effective in working with native English speakers who still have not acquired the necessary language skills to be successful academically. Overall, our professional development program focuses on effectively developing Reading Strategies, building Critical Thinking Skills, and ensuring that teaching is Differentiated and meeting the needs of all students. The Assistant Principal ensures that all events are prepared with attention paid to appropriate language translations available for parents.

Section III. Title III Budget

School: 15K529 BEDS Code: 331500011529

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	\$10,000	200 Hours of Per Session for QTEL Institutes and Language Conferences
Purchased services - High quality staff and curriculum development contracts.	See above	
Supplies and materials	\$2500	Native Language (subject-specific) texts, subject area instructional

<ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. 		materials (maps, manipulatives)
Educational Software (Object Code 199)	\$600	1 Rosetta Stone language development software packages for after school program
Travel	\$13,100	
Other		
TOTAL	\$13,100	

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.

Parents receive a school learning environment survey each year where they express their opinions regarding the school's programs, parent involvement and outreach. Additionally, every student has an advocate counselor who is the daily contact for the parent. Three of the seven counselors are fluent in English and Spanish. A key part to our data collection is through one-on-one conversations between the counselor and the parent. Parents and counselors often talk every day, and parents can request meetings with the counselor or a teacher throughout the academic year. From these conversations, the counselor relays the information to the leadership team, which makes adjustments to the structures in place. Counselors of families who speak other languages ensure that mailings and information sent home are translated. Parents also receive end of year evaluations from the Parent Association. Data gathered through the Parent Association evaluation goes on to inform the structure of the association in addition to the opportunities parents have throughout the year to be involved with West Brooklyn.

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.

Several key findings have been determined: the need for translation for one-on-one meetings throughout the year and the need for all materials to be translated. These findings have been disseminated to the staff in staff meetings, through emails and in small group discussions regarding specific cases. In one-on-one meetings with students, the counselor and leadership team will ensure that the student's family will be able to fully participate. If an in-house translator cannot be found, then the Translation and Interpretation Unit will be used. A goal for this year is to get all documents that will be mailed home translated into Spanish, Arabic and Chinese. The assistant principal is overseeing this process and using the Translation and Interpretation Unit as a resource for the documents that cannot be translated by a staff member.

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.

The timely provision of translated documents will be monitored by the assistant principal and will be incorporate into the school calendar. Since the academic year is broken up into trimesters, at the beginning of each cycle, teachers, counselors and administrative staff will have the opportunity to submit any letters or documents they'd like to have translated into another language.

The current process of gathering data by the counselors through individual family conferences will continue in order to determine what language information should be sent home. Documents that need to be translated into a language other then Spanish or Mandarin, will be sent to the Translation and Interpretation Unit in August.

Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers. We have also had West Brooklyn alumni and other family volunteers attend our school functions and serve as translators.

Oral interpretation for Spanish and Chinese will be provided by staff members. To offer translation services to families in other languages, the Translation and Interpretation Unit will be used as a resource. As previously stated, translators will be secured in a timely manner for large events, such as Open School events as well as for individual family meetings.

2. 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>.

Students who are admitted to West Brooklyn were already enrolled in a NYC DOE school; therefore the language of preference has already been determined and recorded in ATS. However, to ensure that the family's preference is met, counselors record the preference in the family interview during the intake process. That information will be also be included in the student's emergency card. Therefore, before the student is officially enrolled in West Brooklyn, they are interviewed along with their parents and preference recorded. This information is imported into the online database, Powerschools, that the entire school staff has access to.

The relationship between the family and the counselor is very important to our community; it is through that relationship that the parent can feel connected to the school. Signage around the school alerts families to the resources available to them in the Translation and Interpretation Unit. These resources will be made available to students in their handbook.

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:	130,728	20,750	151,478
2. Enter the anticipated 1% set-aside for Parent Involvement:	1,307	208	1,515
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	6,536	*	
4. Enter the anticipated 10% set-aside for Professional Development:	50,000	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
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.

* 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.

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.

WB PARENT INVOLVEMENT POLICY

West Brooklyn Community High School works closely with parents and families to maximize engagement and participation in student success. Our partnership with Good Shepherd Services facilitates the development of strong relationships with families where they are supported in their role as partners in student success.

WB SCHOOL PARENT COMPACT

Dear Parents and Families,

West Brooklyn Community High School (WBCHS) is committed to providing a high-quality learning environment that welcomes students and facilitates the development of skills to prepare them for post-secondary opportunities. This document outlines what our responsibilities are as a school, as well as how parents and families can support their children and our community:

West Brooklyn Community High School will:

1. Provide a 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 as follows:
 - ✓ Small class size; with a limit of 25 students per class (Average class size is 18)
 - ✓ A focus on integrating the development of critical thinking skills across all subject areas
 - ✓ Teaching students learning and reading strategies to support learning in all subjects
 - ✓ Formal assessments every two weeks which evaluate both content and skills
2. Hold parent-teacher conferences during which this agreement will be discussed in relation to your child’s achievement.

- ✓ Parent teacher conferences are held 3 times a year. (October, February, May)
- 3. Provide parents with frequent reports on their children’s progress.
 - ✓ Students receive biweekly progress reports; these outline grades in all classes and areas in need of improvement
 - ✓ Parents are contacted when students are late or absent. Home visits are completed when contact has not been made for 2 school days.
- 4. Provide parents reasonable access to staff.
 - ✓ Every students has an Advocate Counselor who is responsible for maintaining consistent communication with the family. Families can contact the counselor at any point or set up an appointment.
- 5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities.
 - ✓ Parents are active in the Parent Association, Events honoring students, as well as being a consistent partner to the school in relation to students.
 - ✓ Parents and families are invited to classroom exhibitions at the end of the cycle where students demonstrate what they’ve learned in various courses.

West Brooklyn Parents & Families commit to:

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

- ✓ Maintain communication with my son/daughter’s advocate counselor
- ✓ Engage in conversations with my son/daughter regarding attendance
- ✓ Participate when possible in the Parents’ Association
- ✓ Supporting my son/daughter in participating in positive afterschool and weekend activities
- ✓ Attending all Open School Conferences
- ✓ Attending Honor Roll events when my son/daughter is being honored
- ✓ Hold my son/daughter accountable for their responsibilities at home and in school

School	Parent(s)	Student
Date	Date	Date

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.

**Please see Section IV, V, VI and Appendix 3 for Schoolwide Program (SWP) Required Components*
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:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the 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.
- 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, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of 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	✓			109,812	✓	13-14, 28-29
Title I, Part A (ARRA)	Federal	✓			20,543	✓	15-16, 28-29
Title II, Part A	Federal			✓			
Title III, Part A	Federal			✓			
Title IV	Federal			✓			
IDEA	Federal			✓			
Tax Levy	Local	✓			1,304,769	✓	13-14, 15-16, 25-26

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS – N/A

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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title 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.

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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.

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2. Please describe the services you are planning to provide to the STH population.
Through our partnership with Good Shepherd Services, students work with Advocate Counselor who meets with them biweekly and on an as-needed basis. Students are also given necessary referrals for housing, medical care, and other services. Additionally, students are provided with Learning to Work internships as a way to develop career readiness skills for post-secondary opportunities.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in 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 Democracy Academy					
District:	23	DBN:	23K643	School		332300011643

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:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	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	63	28	35				
Grade 10	73	74	54				
Grade 11	12	56	34				
Grade 12	3	41	82				
Ungraded	0	0	0				
Total	151	199	205				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
		93.0	75.0

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
		53.3	46.9

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
		13	9

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
		1	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	1	0	Principal Suspensions		4	4
# in Collaborative Team Teaching (CTT) Classes	18	24	29	Superintendent Suspensions		7	8
Number all others	0	2	0				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	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:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers		11	15
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals		3	3
# receiving ESL services only	3	5	TBD	Number of Educational Paraprofessionals		0	0
# ELLs with IEPs	0	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
		47	135	% fully licensed & permanently assigned to this school		100.0	92.8
				% more than 2 years teaching in this school		0.0	0.0
				% more than 5 years teaching anywhere		36.4	40.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher		91.0	93.3
American Indian or Alaska Native	0.7	1.0	1.5	% core classes taught by "highly qualified" teachers		100.0	68.0
Black or African American	88.7	86.4	86.3				
Hispanic or Latino	9.3	11.1	10.7				
Asian or Native Hawaiian/Other Pacific	0.7	0.0	0.0				
White	0.7	1.0	1.5				
Male	46.4	43.2	46.8				
Female	53.6	56.8	53.2				

2009-10 TITLE I STATUS

	Title I						
v	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	Comprehensive
	Improvement Year 1				
	Improvement Year 2				
	Corrective Action (CA) – Year				
	Corrective Action (CA) – Year				
	Restructuring Year 1				
	Restructuring Year 2				
	Restructuring Advanced				

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	X
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	Math	Grad Rate**	
All Students				X	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				2	3	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	A	Overall Evaluation:	P
Overall Score:	69	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	12.6	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:	13.3	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	43.1		
<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

**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 563	District 23	School Number 643	School Name Bklyn Democracy Acad
Principal Thomas McKenna		Assistant Principal Sharon Evans	
Coach type here		Coach type here	
Teacher/Subject Area Yael Seligman/ESL		Guidance Counselor Siobhan Morris	
Teacher/Subject Area Glenn Ford/SETSS		Parent type here	
Teacher/Subject Area Travis Frick/ELA		Parent Coordinator Khadijah Allen	
Related Service Provider Maggie Guillen/SETSS		Other type here	
Network Leader Janet Price		Other type here	

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	1	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	200	Total Number of ELLs	9	ELLs as Share of Total Student Population (%)	4.50%
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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.

Paste response to questions 1-6 here BDA LAP Part II: ELL ID

Because we are a transfer high school, we have developed a unique intake process suited to our needs.

Our part-time certified ESL specialist is part of our admissions team, and upon request from an admitting advocate counselor, administrator, parent coordinator, guidance counselor, secretary, or community worker, she meets with prospective students and their families to explain ESL services available in our school, to conduct an informal language assessment and interview, and to help the family to decide if BDA would be an appropriate placement.

During initial interviews, parents and students are told that BDA students must be at a level of English proficiency to succeed in an English immersion program at an intermediate or advanced level.

We are not an appropriate school for students at a beginning level of English.

We do not offer a bilingual program

Newly arrived immigrants do not meet transfer high school criteria of having been enrolled for at least one year in a NYC HS. Because we are not a 'first time school' in NYC, we generally do not administer the Home Language Identification Survey nor the LAB-R.

In the unlikely situation whereby a student is recommended to our school from out of state, we would follow required admission procedures, including the Home Language Identification Survey with an informal oral interview conducted by our ESL specialist.

We offer admissions on a rolling basis throughout the year. Our ESL specialist runs ATS reports every two weeks to help determine if recently admitted students are ELLs and eligible to receive ESL services based on their proficiency level, and test accommodations, or are former ELLs entitled to continuing test accommodations.

Our ELL students are evaluated annually using the NYSESLAT assessment in the spring.

Our ESL specialist is responsible for all tasks related to NYSESLAT administration, including ordering, scheduling, administering, writing scoring, and packaging of the assessments.

2. When parents of prospective students come to BDA, it is clearly explained to them, by the entire intake team, that we are not an appropriate school for students at a beginning level of English proficiency. We are a small transfer high school; students must be able to function in an English immersion academic environment, with at least an intermediate level of demonstrated English proficiency.

We occasionally receive requests from guidance counselors at other high schools looking for placement options for ELL students who are not succeeding in a regular high school setting. We explain to them the eligibility requirements for transfer high schools.

Usually these are not beginning level ELLs, and we have been able to offer them admission to our school.

We do not offer a bilingual program, nor a dual language program.

ESL services are provided by a parttime ESL teacher.

3. At the beginning of the school year, our ESL specialist prepares letters, in English and in the home languages, informing parents that their child continues to be eligible to receive ESL services, based on their proficiency level on their most recent NYSESLAT.

We do not distribute Parent Survey and Program Selection forms because we are a transfer high school.

4. We only offer limited ESL services: one parttime ESL teacher, and a CTT teacher who works with students in their content area classrooms. This is clearly explained to parents during the initial intake interview.

5/6: The neighborhood where our school is located is not an immigrant destination neighborhood. Our ELL students are a small percentage of our student body. This is our third year of existence. If our demographics change in the future, and larger numbers of ELLs enroll in our school, or if many lower level English proficiency students enroll, we will consider adjusting our ESL program. For now, we only offer a combination push-in/pull-out parttime program.

Parents do not select a particular ESL program for their children because we are a transfer school, which already is a specific program choice, a "second chance" school. Students attend this school because they were not successful in other school settings.

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	8	10
Total	0	0	0	0	0	0	0	0	0	0	1	1	8	10

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)	1	Special Education	1
SIFE	1	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	5

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			4	1	1	5			10
Total	1	0	0	4	1	1	5	0	0	10

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								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

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

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 BDA LAP Part IV A 2010-2011

1. ESL instruction is delivered using a flexible combination push-in, pull-out model. All our students are very focused on passing their classes and on preparing for the Regents exams; this school is their second, third, or last, chance to graduate from high school. Our ESL specialist

surveys the ELL students to ask if they would like her to push in to their subject area classes, in addition to meeting during lunch time and occasionally pull out times.

She has made herself available to meet with students at other times, and helps them as well on an as-needed basis with other assignments, such as class projects and college essays.

2. According to NYS CR Part 154, high school students scoring at an advanced level English proficiency are meant to receive 180 weekly minutes of ESL instruction; and students scoring at an intermediate level are meant to receive 360 minutes.

This has been an ongoing scheduling challenge for us, having only a parttime ESL teacher in the building, and shared with two other schools. We try to create schedules that meet the mandated minutes. Unlike regular high schools, which have two academic terms each year, we operate on a trimester basis, offering students accelerated credit recovery. All schedules completely change twice during the school year.

3. All instruction in our school is in English. Most students in our transfer high school have academic skills well below grade level, as shown on Acuity Predictive assessments and students' individual transcripts and standardized test results, and all staff receive ongoing PD on differentiating instruction and assessment to meet the needs of all students, including our ELLs. PDs are held weekly for one hour, and during designated DOE PD days, in conjunction with our CFN academic support coaches, and our New Visions Learning Support Organization. Individual teachers are helped with lesson planning, goal setting, and differentiating. We have a SETSS teacher who provides Academic Intervention Services in the classrooms, as well as in a Resource Room setting.

4. The purpose of our transfer high school is to help these older students graduate from high school. All ELL students are supported to pass their content area classes and Regents exams. We do not have beginning level ELLs. Most of our ELLs are long term ELLs, needing targeted instruction in reading comprehension and writing skills. Our ELLs who have received 4-6 years of service have all been in the country for more years, but had not attended school during all that time. Our ESL instruction also focuses on student motivation to set goals, improve attendance, and develop job search and workforce skills.

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

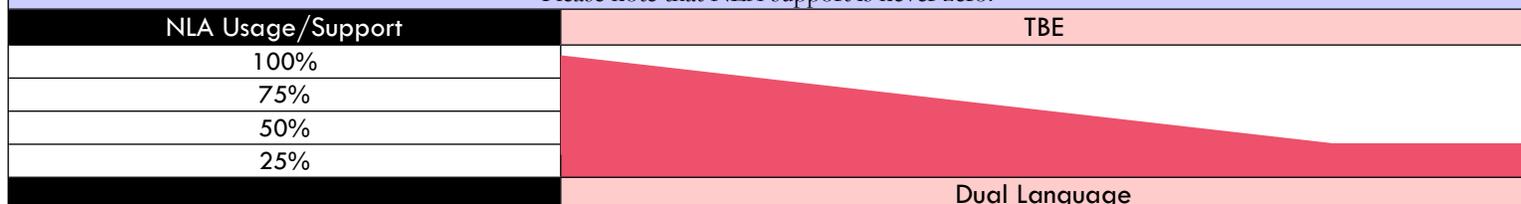
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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?

Paste response to questions 5-14 here

5.. BDA LAP IV B, 2010-11, Programming and Scheduling info, cont'd

5. We have a small population of ELLs, whose skill levels are not different from most of our transfer students. Personalized instruction is focused on student strengths, where possible, teachers allow students to complete assigned work at their own pace. Time and resources are also allocated for re-teaching and "catch-up" in order that every student can achieve mastery.

Based on student strengths and needs, lessons and assignments may be modified in any or all of the following areas: content, process, or learning environment. Many strategies that work well for struggling readers whose native language is English also work well with ELLs. Activating and building background knowledge, and explaining key concepts and vocabulary, are essential.

BDA complies with all required modifications for assessment and instruction as stipulated. Based on formal and informal assessments,

teachers make use of various adaptive pedagogy, such as:

- Utilizing electronic resources
- Technology and/or internet resources (Smart Boards, power point presentations)
- Integrated instructional units across disciplines
- Collaborative team-teaching with SETSS and other support staff
- Cooperative learning
- Scaffolding
- Culturally relevant connections and experiences
- Workshop model: SSR, Read Aloud, Reader's/Writer's workshops, customized classroom libraries, guided reading and writing, modeling, accountable talk
- Learning competencies
- Project-based learning

Our extensive use of technology, including Internet-connected computers and Smartboards in each classroom, extends teachers' and students' access to multimedia visuals to aid in language learning and concept development. Teachers receive PD from a New Visions Coach, and from our CFN cluster, on-site and off-site.

Students are programmed into classes that best suit their academic needs. We have two certified Special Education teachers on staff, who worked with ELLs in their previous placement. Additional related service providers are available through referral from our CBO partner, JCCA. Students receive additional support for regents and other exam preparation during the instructional day, before school, and in our PM program.

6. Students who demonstrate English proficiency on the NYSESLAT exam will be monitored for two additional years. During this time, they are entitled to continue receiving testing accommodations. For our transfer high school, with its expressed purpose of supporting older teenagers to graduate from high school, this mandate allows former ELLs to receive extended time when taking their Regents exams.

7/8. For the upcoming school year, we are not planning any changes in our program for ELLs. If our demographics change, and many more ELLs enroll in our school, we will make changes to our program. If necessary, we would consider hiring a full time ESL specialist and creating a self-contained ESL class.

9. Our ELL students have equal access to all school programs and services. We have no bilingual classes and no self contained ESL classes; our ELLs are all in regular classes.

Our ELL students are given the options to participate in all BDA extracurricular activities. ELL students also participate in college preparedness activities, and all field trips.

All school support structures are available to our ELLs: technology in the classroom, media center and school library, tutoring, and Saturday Program.

All ancillary services provided to students with IEPs are provided to our ELLs with IEPs: mandated guidance counseling, resource room, and AIS.

10. [see # 5 above]

11. N/A: We do not offer a bilingual nor a dual language program; all instruction is in English.

12. BDA is a transfer high school; all our programs, resources, and supports are specific to this age group.

13. Because we have so few ELLs, and no recently arrived immigrant students, we do not offer programs specific to newly enrolled ELLs before the start of the school year. If our demographics change, we will be sure to consider that.

14. BDA students have been offered Spanish and American Sign Language as a foreign language.

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

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

1. Our certified ESL specialist participates in district, regional, cluster, network, and city-wide professional development for ESL teachers. She consults with classroom teachers on how to meet the needs of ELLs in the content area, offering ideas for differentiation and language development support

Most students in our transfer high school are reading well below grade level, and all staff receive ongoing PD on differentiating instruction and assessment to meet the needs of all students, including our ELLs. PDs are held weekly for one hour, and during designated DOE PD days, in conjunction with our academic support coaches, and our New Visions Learning Support Organization. Individual teachers are helped with lesson planning, goal setting, and differentiating. All school staff, including pedagogues, administrators, secretaries, guidance, and parent coordinator, are offered opportunities to participate in ESL Professional Development.

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

All parents of prospective students must attend a lengthy in person interview, and complete a written survey about their child. Parents meet with their child's Advocate Counselor, who stays in touch with families throughout the school year. Parents are invited to participate in the PTA monthly meetings, and are informed in writing when important meetings and parent workshops are scheduled. Parent workshops are offered, based on feedback from parent surveys and expressed interests and needs, to help their children succeed in this transfer high school, and to consider future options (college, trade school, military)

We offer an extensive internship program for students. Parents are part of the internship contract process.

Both JCCA and New Visions offer workshops and services for parents.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESAT* 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)											1	1	5	7
Advanced (A)													2	2
Total	0	0	0	0	0	0	0	0	0	0	1	1	7	9

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual 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				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

1. For all new admits to our school, we look at their test history, using information on their transcripts, on ARIS and ATS. When an ELL student is admitted, our ESL specialist runs ATS reports to learn their test history, NYSESLAT modalities, and years of service. This information informs us about students' English proficiency levels, and about which skill areas ought to be prioritized, and guides ESL instruction in our school.

2&3. Because our ELL population is so small, there are no statistically viable trends. In general, we have seen our ELL students tend to be stronger in listening/speaking skills than in reading/writing. This year, for example, eight of our ELLs scored at a proficient or advanced level on the 2010 NYSESLAT in listening & speaking, but only two scored at that level for reading & writing. Seven students read and write at an intermediate level, including students with 9, 10, and 13 years of service. ESL instruction focuses strongly on reading comprehension strategies, vocabulary development, writing skills, and Regents test preparation.

4. We have not used the ESL Periodic Assessments. The results on the Acuity Predictive Assessments are consistent with the NYSESLAT results; ie, our ELL students show literacy (and often math) skills below grade level, and need most support in reading comprehension and writing skills.

A closer look at our ELLs' results taking the Regents exams reveals interesting data.

One of our ELLs, who has been in this country for nearly seven years but has only received three completed years of service, passed the English and US History Regents exams last year, on the strength of his thinking and reasoning skills -- a transfer high school success story. Yet we have several long term ELLs, with 10, 12, and 13 years of service, who have repeatedly sat for the Regents exams, but are unable to achieve a passing score. Their difficulties are not related to second language learning issues, but are indicative of learning disabilities.

5. N/A

6. We evaluate the results of our ESL program in a number of ways. We look at students' overall classroom work, their abilities to follow oral and written directions and complete grade-appropriate tasks. We work with them on discrete skills, related to comprehension and

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.

Additional Information

Paste additional information here

Students in transfer high schools are here for two reasons: their lack of success in their previous high school, and their desire to obtain a high school diploma. Transfer high schools demand dedication and flexibility on the part of all staff to help meet these students' wide range of needs, and to help them move forward in their lives. Academic progress is not separate from working out challenges in their personal circumstances, and our staff is very committed to students' progress. Our ELLs are (painfully, often) aware of their literacy skills deficits and receive considerable individualized attention from their teachers.

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		

	Other		
	Other		
	Other		