



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

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

**DBN :** 13K616

**PRINCIPAL:** GEORGIA KOURIAMPALIS      **EMAIL:** GKOURIA@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** KAREN WATTS

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Georgia Kouriampalis	*Principal or Designee	
Sarah Johnson Finley	*UFT Chapter Leader or Designee	
Lisa Mandry	*PA/PTA President or Designated Co-President	
Melanie Moses	DC 37 Representative/Timekeeper	
Rachel Roberts Jacqueline Iadarola Nichelle Concepcion	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Mary Adams	CBO Representative	
Cathy Batista	Parent Coordinator/Facilitator	
Janan Eways	Assistant Principal/Chairperson	
Carolina Quinones-Scott	Secretary	
Janell Winfield	DC37 Representative/Financial Liaison	
Phyllis Mignone	UFT Member	
Stacey Fischler	CBO Representative	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

### Annual Goal #1

#### Attendance

Involve all staff and students in setting a 10% increase in attendance for our transfer school.

#### Comprehensive needs assessment

The results of data review indicated that students with attendance percentage increases of 10% were more successful in classes; earning credits and adequately preparing for Regent exams. Brooklyn Leadership closed out the 2010 – 2011 academic year with an attendance rate of 59.6%. As a result, we have implemented a plan to involve all staff and students in improving attendance for the school year 2011 – 2012 and have prioritized this goal.

#### Instructional strategies/activities

##### Activity #1:

- Professional Development: PD was given (8/29/2011) to review Department of Education and Best Practices on school engagement, attendance outreach and a review DOE attendance procedures and protocols. The PD included working collaboratively with teachers, counselors, school administration and support staff to strengthen student and overall school attendance rate. PD included review of Teacher, Counselor, Student Meeting, Academic Counseling and Planning, 407's and Home Visit procedures.
- Target Population(s): Counseling Team members (CBO) who provide attendance outreach, academic counseling and case management to all students.
- Responsible Staff Members: Program Director (CBO) – Supervisor of attendance and counseling team.
- Implementation Timeline: September, 2011, through May, 2012

##### Activity #2:

- School-Wide Development and Implementation of Policies and Professional Development: A review of school policies and practices that support attendance was undertaken beginning in June, 2011, with input from all staff. Based on feedback and input from staff members a new "Make-Up (class work) Policy", "Lateness Policy" and "Cell Phone & Electronics Policy" were drafted and implemented to support stronger attendance. Feedback strongly indicated that a school-wide approach implementing consistent policies centered on helping students develop "soft skills" such as time management, prioritizing and balancing responsibilities (life and school) would assist students with gaining more success in classes and, therefore, support stronger attendance. Policies were also implemented that aimed directly at firming up interventions for students with poor attendance (below 85%).
- Target Population(s): All students who will benefit from policies and procedures.
- Responsible Staff Members: Program Director and Principal oversee implementation of procedures and staff training. .
- Implementation Timeline: September, 2011 – June, 2012

##### Activity #3:

- Morning Advisory: Advocate Counselors will lead Morning Advisory from 8:30 – 9:00am each morning in effort to support early morning arrival of students. The benefits of timely arrival and strong attendance are reviewed with all students on a regular basis in Morning Advisory and other academic meetings. Classes begin at 9:00am. Daily outreach to all students, as well as check-in time with Advocate Counselors, gives students time to eat breakfast and adjust to school before entering classes. Students benefit from strong, positive relationships with Counselors and also learn the benefit of time management and arriving on time to school.
- Target Population: All students

- Responsible Staff Members: Advocate Counselors facilitate Morning Advisory sessions.
- Implementation Time Line: September, 2011 – June, 2012

**Activity #4:**

- Recognition and Incentives: Monthly Awards ceremonies are held to recognize student improvement and excellent attendance. Monthly meetings include the entire school community: staff and students, and allow students to be recognized and celebrate others' success which is something that is not always a common element in the Transfer School population's day-to-day life.
- Target Population: All Students
- Responsible Staff Members: All staff members participate in ceremony and nominate students for awards.
- Implementation Time Line: September, 2011 – June, 2012

**Activity #5:**

- Daily Attendance Meetings: Daily meetings are held to review data and trends related to school attendance. Meetings are interdisciplinary, allowing representatives from the whole school to attend, have input and ensure entire staff involvement in supporting improvement in this goal. Comprehensive Attendance Action Meetings are held weekly (Mondays) and daily Attendance Check-Ins are held to review attendance from the previous day, thereby allowing constant attendance monitoring and immediate action to be taken if necessary (for a student or to address a new trend).
- Target Population: All students
- Responsible Staff Member: Program Director (CBO)/Supervisor of Attendance
- Implementation Time Line: September, 2011 – June, 2012

**Activity #6:**

- Online Referral and Anecdotal System was implemented: We have implemented an online referral system ensure ease of information and enable all staff members to communicate regarding issues that may be impacting attendance.
- Target Population: All students
- Responsible Staff Member: All Staff write and respond to referrals.
- Implementation Time Line: October, 2011 – June, 2012

**Activity #7:**

- Core Groups were established: Interdisciplinary teams were established to work together on various issues impacting the school and ensure attendance is approached from a school wide perspective. Data is reviewed in these interdisciplinary groups to ensure feedback, and input is viewed through different lenses, allowing for creative approaches to problem-solving.
- Target Population: Teachers, Advocate Counselors and Administrators
- Responsible Staff Members: Assistant Program Director and Academic Coach
- Implementation Time Line: September, 2011 – June, 2012

**Activity #8:**

- Attendance Data is distributed school-wide on a daily basis: Overall daily attendance rate is distributed on a daily basis to the entire staff and is posted daily to the school community ensuring all members of the school community are aware of daily attendance.
- Target Population: Entire school community
- Responsible Staff Member: School Support staff

- Implementation Time Line: September, 2011 – June, 2012

**Activity #9:**

- Credit Accrual Plan established: Comprehensive Credit Accrual Plan was developed that provides guidelines for student credit accrual expectations and ties poor or lacking credit accrual into specific actions to be taken by Advocate Counselors. Credit Accrual Plan applies to each two week benchmark period and includes “Congratulations Letters” sent home to recognize positive progress or “Concern Letters” sent home warning students and parents/guardians that a student is a risk or failing a class.
- Target Population: All students and parents/guardians
- Responsible Staff Members: Advocate Counselors and Program Director
- Implementation Time Line: September 2011 – June 2012

**Activity #10:**

- Core Meetings are held quarterly to ensure senior leadership are in communication regarding attendance goals as well as other school goals.
- Target Population: Senior Leadership
- Responsible Staff Members: Program Director (CBO) and Principal report out. Agenda is drafted by all members of Senior Leadership.
- Implementation Time Line: Quarterly Meetings; September 2011 – June 2012.

**Steps for including teachers in the decision-making process**

- Teachers and advocate counselors provided feedback into strategies to address attendance via staff meetings as well as an “open-comment” area provided in the staff lounge during June of 2011. Staff gave feedback responding to attendance-related issues on posters hanging on the walls of the staff lounge.
- During the summer months (July and August, 2011) teachers and advocate counselors met and provided input into policy development.
- On September 6, 2011, all staff met to review new policies and procedures, provide final feedback and discuss implementation. Staff agreed to implement various policies to support the goal of a 10% increase in attendance during the academic school year (2011 – 2012).  
Assessment Dates: Ongoing Weekly September, 2011– June, 2012

**Strategies to increase parental involvement**

- Facilitated Parent Orientation (September 20, 2011) to provide an overview of school programming, curriculum and overall attendance plan and expectations.
- Monthly PTA Meetings are held to provide a forum for parent involvement and the exchange of information regarding the school, policies, programming and any changes and/or events.
- Monthly SLT Meetings are held to provide a forum for students, staff members and parents to review and ensure that school goals are aligned with annual CEP goals and Title 1 mandates.
- A Title 1 Parent Information meeting was held on October 28, 2011, to provide an overview of the Title 1 Program in this school.
- Parents were trained in ARIS link and Pupilpass (October 17, 2011) in an effort to ensure they have accurate and current access to student progress in this school.
- Parent and Student Handbooks were created and issued to all students and guardians to ensure all school members have access to relevant policies, procedures and school guidelines.
- Regular (bi-weekly) mailings to parents/guardians to provide frequent information regarding the progress of their child in this school and other information related to school activities, programming, etc.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

- Our school's network CFN 403 provides professional development opportunities and resources to help teachers grow as professionals.
- A small school with only 13 teachers provides for a more collegial and collaborative work environment.
- A full time in- house coach is available for all teachers
- Teachers participate in house professional development every Tuesday for 55 minutes around common core standards and Chancellor's initiatives
- Teachers participate collaborative inquiry work/department meetings for teachers every Thursday for 55 minutes
- All teachers participate in classroom intervisitations
- \$ 7, 618 is allocated support teachers who are not highly qualified
- Achieve 3000 literacy professional development for all teaching staff
- Scholastic Identity and Voice curriculum professional development provided for staff

### **Service and program coordination**

- CBO staff members meet with teachers and administrators on a weekly basis to discuss students that may be in need of additional supports due to lost housing, transitional housing, juvenile justice issues, clinical issues, etc.
- CBO staff members facilitated a professional development activity on November 9, 2011, and reviewed regulations and policies related to homeless youth (McKinney-Vento Act) and best practices when assisting students returning to school from incarceration.
- Staff members support students in their learning with use of an online Referral and Anecdotal System that allows staff to exchange information and provide updates of student status or needed support services.
- Staff members attended off-site PD in McKinney-Vento Act and in assisting students returning to school from the juvenile justice system and provided training to staff on-site at the school.
- "Emergency backpacks" containing toiletries and other necessary items are provided to any eligible or needy student based on lost housing, temporary urgent, foster care placement, etc.
- Students participate in the meal program at school and are provided hot breakfast, lunch and after-school snack.
- CBO team members provide support services and counseling in the form of individual and group sessions to all students.
- Respect for All curriculum was introduced in Advisory classes (October, 2011) and was introduced to the entire school Community at the November Community Meeting through a group activity and debriefing.
- Domestic Violence Workshops were offered by a consultant in November, 2011. Workshops were facilitated in classes and during lunch period.

### **Budget and resources alignment**

#### Funding Sources:

Learn-to-Work Grant funds all CBO positions (social workers, counselors)

1. Program Director (Attendance, MSW)
2. Assistant Director (MSW)
3. Six counselors
4. Learn-to-Work internship specialist

## ANNUAL GOAL #2 AND ACTION PLAN

### **Annual Goal #2**

By June, 2012, 100% of the teachers are involved in department teams to analyze student work to understand steps needed to reach the level of performance that the Common Core Learning Standards demand per Chancellor Dennis Walcott's city-wide instructional expectations.

### **Comprehensive needs assessment**

After close review of the instructional expectations set forth by Chancellor Dennis Walcott and the implementation timeline of the Common Core Learning Standards from the New York State Education Department, it was determined that in order to meet the implementation timeline and the instructional expectations it is necessary for the teachers to begin the work of understanding the Common Core Learning Standards and its impact on our student population. As a result, our teachers are working in departments to analyze student work from performance tasks that are aligned to the Common Core Learning Standards, determining the gaps that exist between the grade level of the performance task and the resulting student work, and developing action steps that will address the discrepancies of the student work.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Activity #1**

- Inquiry Team Meetings: The inquiry team will meet every week on Thursdays for one period (55 minutes) and will comprise of all teachers working in departmental teams. The teacher teams will strategically select a Common Core Learning Standard strand based on data from ARIS, STARS/HSST, and Achieve3000 for the students' reading levels, and create one unit with a performance task that is aligned to the selected strand. Once the unit and performance task is implemented, the teachers in their departmental teams will analyze the resulting student work to determine the grade level alignment and the discrepancy in grade level between the student work and the implemented unit/task. The teachers will receive professional development on how to conduct a student work analysis protocol with a focus on the Common Core Learning Standards and Depth of Knowledge.
- Target Populations: All teachers will be required to participate in their departmental inquiry teams and will create at least one unit that is aligned to the Common Core Learning Standards.
- Responsible Staff Members: Principal, Assistant Principal, Staff Developer (Internal Coach), and Data Specialist Team.
- Implementation Timeline: September, 2011 through June, 2012.

### **Steps for including teachers in the decision-making process**

- Teachers will meet in departmental teams to develop the inquiry unit and analyze student work gathered after the implementation of the inquiry unit.
- Teachers will determine the appropriate Common Core Learning Standard strand and grade level of the performance task to implement in the inquiry unit based on several pieces of data from ARIS, STARS/HSST, and Achieve3000 for the students' reading levels.

### **Strategies to increase parental involvement**

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Parent Night (September) will initiate formal orientation to school staff, programs and opportunities for parental involvement
- Parents will be notified of the implementation of new school programs by letter to the home as well as by phone calls from school staff, to inform them of what the programs will entail, and they will be invited to come in to participate in these events to the extent possible.
- Parents who choose to participate in school-level programs will be asked to complete surveys gauging their satisfaction with these programs. Included on these surveys will also be a section that asks parents to provide ideas for ways in which they feel the particular school program can be enhanced or modified.
- Parents will be periodically contacted by school staff to review the academic progress of their children via-benchmark reports, and will be invited to come in and conference with school staff regarding ways in which they can work with their children to further enhance their academic performance.
- Parents will be invited to networking events with school staff that will allow them to become more personally acquainted with the school, staff and the schools academic and youth development programs and be informed of ways in which the parents can become directly involved in school activities.
- Parents will be provided with a directory of school staff, and be encouraged to contact school staff to inquire about the status of their children's performance in the school at any given point in time.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

- Our school's network CFN 403 provides professional development opportunities and resources to help teachers grow as professionals.
- A small school with only 13 teachers provides for a more collegial and collaborative work environment.
- A full time in- house coach is available for all teachers
- Teachers participate in house professional development every Tuesday for 55 minutes around common core standards and Chancellor's initiatives
- Teachers participate collaborative inquiry work/department meetings for teachers every Thursday for 55 minutes
- All teachers participate in classroom intervisitations
- \$ 7, 618 is allocated support teachers who are not highly qualified
- Achieve 3000 literacy professional development for all teaching staff
- Scholastic Identity and Voice curriculum professional development provided for staff

### **Service and program coordination**

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Brooklyn High School for Leadership and Community Service has established a multitude of relationships with various agencies, including our CBO partner, CFN 403, and the Department of Education. With the CBO comes a Learn to Work (LTW) coordinator who oversees an internship program that provides students with paid internships throughout the community. Beth Israel Hospital, various schools throughout Brooklyn and the city, senior citizen homes, as well as the YMCA, are just a sample of internships that are offered through the program. Students are also given the opportunity to work within the school community doing various tasks, from inventory to decorating to being student ambassadors. Student internships within the school help foster relationships between staff and students, while also building a strong school community, proving essential to student success.

**Budget and resources alignment**

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- Per-session is made available to teachers for development of curriculum that is engaging and that is aligned to the Common Core Learning Standards.

<b>Category</b>	<b>Amount</b>	<b>Allocation</b>
Title 1 ARRAR	4500	Per session
Title 1 ARRAR RTTT Data Specialist	2215	Per session
TL FSF	18891	Per session
Title 1 SWP	15235	Curriculum Development
TL FSF	3000	Professional Development

- Technology and hardware/software were purchases such as:
  - Achieve3000 – an online literacy program that differentiates for the students’ literacy needs by assessing their Lexile and reading grade levels and developing literacy activities that will help them move up reading levels. Cost: 14700, TL FSF, Educational Software
  - Scholastic ID – a literacy program that provides an anthology of books and structured curricula with reading materials that is targeted to meet the needs and interest of our student population based on research findings. Cost: 3000, TL FSF, Curriculum and Staff Development
  - Castle Learning – an online test preparation program that all teachers can have access to create enrichment, remedial, or Regents Test preparation material that the students can work on any where they can access the internet.
  - DataCation – an online grading, scheduling, and data analysis program that is linked directly to ATS and STARS/HSST which helps the teacher and administrators to perform complex data analysis on various subgroups of students. Cost: 7500, TL FSF, Educational software
  - Contract with outside art’s and technology organization Educational Video Center (EVC). Cost: 40,000, TL FSF, Educational Consultants
  - Contract with art’s organization Dance Theater Etcetera (DTE). Cost: 50,000, TL FSF, Educational Consultants

### ANNUAL GOAL #3 AND ACTION PLAN

#### **Annual Goal #3**

By June, 2012, all students will engage in at least one literacy and one mathematics performance task aligned with strategically selected Common Core Learning Standards per Chancellor Dennis Walcott's city-wide instructional expectations. The goal will be achieved by examining all student work products and 100% teacher participation in professional development inquiry sessions.

#### **Comprehensive needs assessment**

After close review of the instructional expectations set forth by Chancellor Dennis Walcott and the implementation timeline of the Common Core Learning Standards from the New York State Education Department, it was determined that in order to meet the implementation timeline and the instruction expectations it is necessary for the teachers of the Mathematics and English Language Arts departments to begin the work of understanding the Common Core Learning Standards and its impact on our student population. As a result, these teachers are working in their departments to analyze student work from performance tasks that are aligned to the Common Core Learning Standards, determining the gaps that exist between the grade level of the performance task and the resulting student work, and developing action steps that will address the discrepancies of the student work.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

#### **Activity #1**

- Department Inquiry Team Meetings: All teachers will meet every week on Thursdays for one period (55 minutes) and will comprise of all teachers working in departmental teams. The teams will strategically select a Common Core Learning Standard strand based on data from ARIS, STARS/HSST, and Achieve3000 for the students' reading levels, and create one mathematics and ELA unit with a performance task that is aligned to the selected strand. Once the unit and performance task is implemented, the teachers in their departmental teams will analyze the resulting student work to determine the grade level alignment and the discrepancy in grade level between the student work and the implemented unit/task. The teachers will receive professional development on how to conduct a student work analysis protocol with a focus on the Common Core Learning Standards and Depth of Knowledge.
- Target Populations: All students who are enrolled in a mathematics course and/or English Language Arts course.
- Responsible Staff Members: Principal, Assistant Principal, Staff Developer (Internal Coach), Data Specialist Team, Mathematics Teachers, and ELA Teachers.
- Implementation Timeline: September 2011 through June 2012.

#### **Steps for including teachers in the decision-making process**

- All teachers will meet in their departmental teams to develop the inquiry unit and analyze student work gathered after the implementation of the inquiry unit.
- The Mathematics and ELA teachers will determine the appropriate Common Core Learning Standard strand and grade level of the performance task to implement in the inquiry unit based on several pieces of data from ARIS, STARS/HSST, and Achieve3000 for the students' reading levels.

### **Strategies to increase parental involvement**

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Parent Night (September) will initiate formal orientation to school staff, programs and opportunities for parental involvement
- Parents will be notified of the implementation of new school programs by letter to the home as well as by phone calls from school staff, to inform them of what the programs will entail, and they will be invited to come in to participate in these events to the extent possible.
- Parents who choose to participate in school-level programs will be asked to complete surveys gauging their satisfaction with these programs. Included on these surveys will also be a section that asks parents to provide ideas for ways in which they feel the particular school program can be enhanced or modified.
- Parents will be periodically contacted by school staff to review the academic progress of their children via-benchmark reports, and will be invited to come in and conference with school staff regarding ways in which they can work with their children to further enhance their academic performance.
- Parents will be invited to networking events with school staff that will allow them to become more personally acquainted with the school, staff and the schools academic and youth development programs and be informed of ways in which the parents can become directly involved in school activities.
- Parents will be provided with a directory of school staff, and be encouraged to contact school staff to inquire about the status of their children's performance in the school at any given point in time.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

- Our school's network CFN 403 provides professional development opportunities and resources to help teachers grow as professionals.
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- All teachers participate in classroom intervisitations
- \$ 7, 618 is allocated support teachers who are not highly qualified
- Achieve 3000 literacy professional development for all teaching staff
- Scholastic Identity and Voice curriculum professional development provided for staff

### **Service and program coordination**

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Brooklyn High School for Leadership and Community Service has established a multitude of relationships with various agencies, including our CBO partner, CFN 403, and the Department of Education. With the CBO comes a Learn to Work (LTW) coordinator who oversees an internship program that provides students with paid internships throughout the community. Beth Israel Hospital, various schools throughout Brooklyn and the city, senior citizen homes, as well as the YMCA, are just a sample of internships that are offered through the program. Students are also given the opportunity to work within the school community doing various tasks, from inventory to decorating to being student ambassadors. Student internships within the school help foster relationships between staff and students, while also building a strong school community, proving essential to student success.

**Budget and resources alignment**

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- Per-session is made available to teachers for development of curriculum that is engaging and that is aligned to the Common Core Learning Standards.

<b>Category</b>	<b>Amount</b>	<b>Allocation</b>
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  - Scholastic ID – a literacy program that provides an anthology of books and structured curricula with reading materials that is targeted to meet the needs and interest of our student population based on research findings. Cost: 3000, TL FSF, Curriculum and Staff Development
  - Castle Learning – an online test preparation program that all teachers can have access to create enrichment, remedial, or Regents Test preparation material that the students can work on any where they can access the internet.
  - DataCation – an online grading, scheduling, and data analysis program that is linked directly to ATS and STARS/HSST which helps the teacher and administrators to perform complex data analysis on various subgroups of students. Cost: 7500, TL FSF, Educational software
  - Contract with outside art’s and technology organization Educational Video Center (EVC). Cost: 40,000, TL FSF, Educational Consultants
  - Contract with art’s organization Dance Theater Etcetera (DTE). Cost: 50,000, TL FSF, Educational Consultants

## ANNUAL GOAL #4 AND ACTION PLAN

### **Annual Goal #4**

By June, 2012, 100% of the teachers will participate in professional development sessions organized around student engagement. During the course of the year, teachers will plan and critique lessons that reflect their unpacking of Domain 3C from Danielson's Rubric on Engagement. This goal will be measured by the following: 100% teacher participation in professional development sessions; work products from PD sessions such as teacher created in-house rubric on engagement compared to Danielson's Domain 3C rubric on engagement; all teachers participating in intervisitations and giving low-inference feedback on in-house rubrics.

### **Comprehensive needs assessment**

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

The School Quality Review feedback stated that classes, such as documentary filmmaking or the poetry class, are highly engaging, rich in both content and process and promote higher order thinking. However, an inconsistency with respect to the Regents classes was evident.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Activity #1**

- **Professional Development Meetings:** All teachers will meet every week on Tuesdays for one period (55 minutes). The teachers will first observe model lessons of student engagement from three of their own teachers who are identified by School Quality Reviewers to exemplify student engagement in their classrooms. The teachers will then engage with resources such as research articles and established protocol on student engagement, so that they will begin to develop the rudimentary requirements for establishing student engagement in their classes. They then will create and agree on a rubric for student engagement which they will hold each other accountable for. This will lead to a comparison analysis of their teacher made in-house rubric to Danielson's Domain 3C rubric on engagement. The next step will be a lesson plan study where finally the teachers will develop a model lesson plan and their fellow teachers will conduct inter-visitation to determine if they have met the requirements as set forth in the rubric that they created. Teachers will share their findings regarding intervisitations.
- **Target Populations:** All teachers will be required to participate in the professional development meetings and will develop at least one sample lesson that models student engagement.
- **Responsible Staff Members:** Principal, Assistant Principal, and Staff Developer (Internal Coach).
- **Implementation Timeline:** September 2011 through June 2012.

### **Steps for including teachers in the decision-making process**

- All teachers will meet during the professional development meetings to develop and agree upon a rubric on student engagement which they will share and utilize as a guide for developing a sample lesson that models student engagement.

- All teachers will develop a sample lesson that models student engagement and visit each other's class during the implementation of the model lesson. They will utilize the rubric on student engagement which they have developed together to assess the lesson.

#### **Strategies to increase parental involvement**

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Parent Night (September) will initiate formal orientation to school staff, programs and opportunities for parental involvement
- Parents will be notified of the implementation of new school programs by letter to the home as well as by phone calls from school staff, to inform them of what the programs will entail, and they will be invited to come in to participate in these events to the extent possible.
- Parents who choose to participate in school-level programs will be asked to complete surveys gauging their satisfaction with these programs. Included on these surveys will also be a section that asks parents to provide ideas for ways in which they feel the particular school program can be enhanced or modified.
- Parents will be periodically contacted by school staff to review the academic progress of their children via-benchmark reports, and will be invited to come in and conference with school staff regarding ways in which they can work with their children to further enhance their academic performance.
- Parents will be invited to networking events with school staff that will allow them to become more personally acquainted with the school, staff and the schools academic and youth development programs and be informed of ways in which the parents can become directly involved in school activities.
- Parents will be provided with a directory of school staff, and be encouraged to contact school staff to inquire about the status of their children's performance in the school at any given point in time.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

- Our school's network CFN 403 provides professional development opportunities and resources to help teachers grow as professionals.
- A small school with only 13 teachers provides for a more collegial and collaborative work environment.
- A full time in- house coach is available for all teachers
- Teachers participate in house professional development every Tuesday for 55 minutes around common core standards and Chancellor's initiatives
- Teachers participate collaborative inquiry work/department meetings for teachers every Thursday for 55 minutes
- All teachers participate in classroom intervisitations
- \$ 7, 618 is allocated support teachers who are not highly qualified
- Achieve 3000 literacy professional development for all teaching staff
- Scholastic Identity and Voice curriculum professional development provided for staff

#### **Service and program coordination**

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Brooklyn High School for Leadership and Community Service has established a multitude of relationships with various agencies, including our CBO partner, CFN 403, and the Department of Education. With the CBO comes a Learn to Work (LTW) coordinator who oversees an internship program that provides students with

paid internships throughout the community. Beth Israel Hospital, various schools throughout Brooklyn and the city, senior citizen homes, as well as the YMCA, are just a sample of internships that are offered through the program. Students are also given the opportunity to work within the school community doing various tasks, from inventory to decorating to being student ambassadors. Student internships within the school help foster relationships between staff and students, while also building a strong school community, proving essential to student success.

**Budget and resources alignment**

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title II, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- Per-session is made available to teachers for development of curriculum that is engaging and that is aligned to the Common Core Learning Standards.

Category	Amount	Allocation
Title 1 ARRAR	4500	Per session
Title 1 ARRAR RTTT Data Specialist	2215	Per session
TL FSF	18891	Per session
Title 1 SWP	15235	Curriculum Development
TL FSF	3000	Professional Development

- Technology and hardware/software were purchases such as:
  - Achieve3000 – an online literacy program that differentiates for the students’ literacy needs by assessing their Lexile and reading grade levels and developing literacy activities that will help them move up reading levels. Cost: 14700, TL FSF, Educational Software
  - Scholastic ID – a literacy program that provides an anthology of books and structured curricula with reading materials that is targeted to meet the needs and interest of our student population based on research findings. Cost: 3000, TL FSF, Curriculum and Staff Development
  - Castle Learning – an online test preparation program that all teachers can have access to create enrichment, remedial, or Regents Test preparation material that the students can work on any where they can access the internet.
  - DataCation – an online grading, scheduling, and data analysis program that is linked directly to ATS and STARS/HSST which helps the teacher and administrators to perform complex data analysis on various subgroups of students. Cost: 7500, TL FSF, Educational software
  - Contract with outside art’s and technology organization Educational Video Center (EVC). Cost: 40,000, TL FSF, Educational Consultants
  - Contract with art’s organization Dance Theater Etcetera (DTE). Cost: 50,000, TL FSF, Educational Consultants

### ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>	42	42	42	42	42		6	
<b>10</b>	52	52	52	52	52		4	
<b>11</b>	36	36	36	36	36		6	
<b>12</b>	64	64	64	64	64		6	

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p><b>ELA</b></p>	<p>Student support services are provided through:</p> <ul style="list-style-type: none"> <li>- Reduced class size</li> <li>- Professional External Partnerships with teaching artists, who team teach on a weekly basis:               <ul style="list-style-type: none"> <li>- EVC</li> <li>- DTE</li> <li>- DCTV</li> </ul> </li> <li>- Students receive tutoring through extended time, student lunch period before and afterschool.</li> <li>- Writers Express literacy supplemental program</li> <li>- Technology is infused into the curriculum. Smart boards are used in every classroom; 10 laptop carts are available; Desktop computers and multiple printers are in every classroom</li> <li>- Coach who supports teachers to ensure differentiation of instruction and common core standards are infused into curriculum</li> <li>- Team Teaching</li> <li>- Achieve 3000 digital literacy program – baseline assessment for entire school to determine literacy levels of all students</li> <li>- Castle Learning; online regent’s support program</li> <li>- Aventa online program during summer school</li> <li>- Scholastic Identity and Voice literacy curriculum – including professional development opportunities</li> <li>- Education Video Center documentary curriculum which incorporates:               <ul style="list-style-type: none"> <li>- Literacy</li> <li>- Writing</li> <li>- Technology</li> </ul> </li> <li>- Vocabulary integration into daily lessons</li> </ul>

	<ul style="list-style-type: none"> <li>- Workshop model lesson plan template</li> <li>- Understanding by Design</li> <li>- Credit Recovery</li> </ul>
<b>Mathematics</b>	<p>Student support services are provided through:</p> <ul style="list-style-type: none"> <li>- Reduced class size</li> <li>- Students receive tutoring extended time, student lunch period and afterschool.</li> <li>- Technology is infused into the curriculum. Smart boards are used in every classroom; 10 laptop carts are available; Desktop computers and multiple printers are in every classroom</li> <li>- Coach who supports teachers to ensure differentiation of instruction and common core standards are infused into curriculum</li> <li>- Vocabulary integration into daily lessons</li> <li>- Workshop model lesson plan template</li> <li>- Understanding by Design</li> <li>- Castle Learning; online regent's support program</li> <li>- Khan online blended learning in classroom</li> <li>- Credit Recovery</li> </ul>
<b>Science</b>	<p>Student support services are provided through:</p> <ul style="list-style-type: none"> <li>- Reduced class size</li> <li>- Team – Teaching</li> <li>- Tutoring, extended time, student lunch period and after school.</li> <li>- Technology-infused curriculum. Smart boards are used in every classroom; two laptop carts are available.</li> <li>- Coach who supports teachers to ensure differentiation of instruction and common core standards are infused into curriculum</li> <li>- Castle Learning</li> <li>- Vocabulary integration into daily lessons</li> <li>- Workshop model lesson plan template</li> <li>- Understanding by Design</li> <li>- Credit Recovery</li> </ul>
<b>Social Studies</b>	<p>Student support services are provided through:</p> <ul style="list-style-type: none"> <li>- Reduced class size</li> <li>- Team Teaching</li> <li>- Tutoring, extended time, student lunch periods and after school.</li> <li>- Interdisciplinary instruction (History/Film)</li> <li>- Professional Teaching Artists - EVC</li> </ul>

	<ul style="list-style-type: none"> <li>- Coach who supports teachers to ensure differentiation of instruction and common core standards are infused into curriculum</li> <li>- Castle Learning</li> <li>- Vocabulary integration into daily lessons</li> <li>- Workshop model lesson plan template</li> <li>- Understanding by Design</li> <li>- Credit Recovery</li> </ul>
<b>At-risk Services provided by the Guidance Counselor</b>	<p>The Guidance Counselor works with students individually to provide ongoing counseling to support student's academically and ensure that students are accumulating credits. Transition plans and college counseling will also be provided. The Guidance department is also supported by an onsite, full time, CBO partnership that consists of six advocate counselors, a Learn to Work internship coordinator, a program director who is a NYS licensed LCSW, and an assistant program director who is an LMSW. Advocate counselors have a maximum caseload of 35 students and support students through advisories and individual counseling. Advocate Counselor's have a daily 30 minute check in with all students, as well a 55 minute advisory twice a week. Additionally, advocate counselor's will infuse the "Overcoming Obstacles" curriculum into advisory. We also offer differentiated support groups including a men's group; woman's group; art therapy/ studio; community service group; Dance Rhythm group; "Overachievers" which targets students with 0-11 credits; College Counseling. All groups will participate in community service projects cycle three.</p>
<b>At-risk Services provided by the School Psychologist</b>	<p>Advocate counselors have a maximum caseload of 35 students and support students through advisories and individual counseling. We have an on site School Based support team, including a school psychologist who is also available.</p>
<b>At-risk Services provided by the Social Worker</b>	<p>Social Workers support students by meeting with them individually to discuss emotional and socio-economic issues that affect school academics. We have three Social Workers on site that work with the students daily.</p>
<b>At-risk Health-related Services</b>	N/A

## **DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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### **PARENT INVOLVEMENT POLICY (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- Parent Orientation Night -September 20, 2011 will initiate a formal orientation to school staff, programs and opportunities for parental involvement. On 9/20/11 the school principal provided an overview to parents of materials and trainings to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology. The school will continue to provide parents with materials and necessary trainings throughout the school year via PTA & SLT meetings and mail.
- Throughout the school year we will provide assistance to parents in understanding City, State and Federal standards and assessments. On 9/20/11 the principal reviewed common core standards with parents during parent orientation night and on 10/17/11 during the general PTA meeting, the principal reviewed instructional information and curriculum with parents.
- Throughout the school year we share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand. The information is shared via school meetings, and via mail to ensure parents are fully aware and participating partners at the school. The parent coordinator is also bilingual and translates and provides information to parents as needed.

- During Intake for school enrollment parents are informed of the opportunities provided for parental involvement , such as; PTA & SLT meetings, parent/teacher conference nights, bi-weekly mailings to parents of students academic progress, parent activities- parent orientation night, college night, parent workshops, and ongoing academic meetings for students as needed.
- Parents were provided surveys at the beginning of the school year at parent orientation night, which they will be asked for input/feedback and throughout the remainder of the school year they will be provided ongoing surveys to solicit their interest in participating in a number of proposed parent involvement activities, as well as offering a section on the survey that will allow them to offer new ideas for parent involvement activities.
- Parent Teacher Associations meetings and SLT meetings are held monthly at the school and parents will be informed of meetings via ongoing mailings, onsite meetings and phone calls
- Parents will be interviewed as part of the school's Quality Review
- The aforementioned parent surveys will be utilized during the School Progress Report.
- Parents will be included in the school's Annual Evaluation of the school's Parent Involvement Policy.

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact; Title 1 Annual Meeting was held on 10/28/11 at our school to review Title I regulations, purpose of PIP and definition of School Parent Compact.
- engage parents in discussion and decisions regarding the required Title I set-aside

funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills; Monthly SLT meetings are held at the school, parents are informed of the meetings via mail and in monthly staff meetings.

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact; Parents are informed of Title I funds allocated and the use of Title I funding via monthly SLT meetings and PTA meetings.
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- At our school the Parent Coordinator is bilingual and ensures that documentation of services, parent meeting and activities are maintained to illustrate parent involvement within the school as well as ensuring that a file is reported with the central office. Parent Coordinator and Advocate Counselors are responsible for sending all parents/guardians information of parent meetings, activities, workshops and grades via mailings, and will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents.
- The school will conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- The monthly SLT meeting provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- The Annual Title I Parent Meeting was hosted on 10/28/11 to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- Parent Coordinator is bilingual and can translate all critical school documents and provide interpretation during meetings and events as needed as well for family meeting and sessions if available. The school will also utilize the DOE translation line as needed for parents and families.

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Conference; This was held at our school on 10/28/11

- The school mails out information to parents/guardian on a ongoing basis to encourage meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee; these are letters informing parents of PTA meetings and SLT meetings and any other parent activity occurring onsite.
- Parents and Guardians are provided with information for family events such as parent orientation night held on 9/20/11, parent teacher conferences held on 10/27/11 and 10/28/11 and 3/29/12 and 3/30/12, college night on 12/6/11 and any other family event occurring on site.
- The school has established a Parent library providing parents with instructional and psycho educational materials for parents.
- The school provides parents with bi-weekly reports on their children's progress. Specifically, the school will provide reports after the following benchmark end dates::
  - Cycle 1: 9/23, 10/14, 10/28, 11/18, 12/9
  - Cycle 2: 12/23, 1/13, 2/3, 2/17, 3/16
  - Cycle 3: 4/5, 4/27, 5/11, 5/25, 6/12
- Advocate Counselors and Parent Coordinator provide parents with written and verbal progress reports that keep parents informed of their children's progress
- Leadership has developed and launched a school website to distribute school information and keep parents informed about school activities and student progress

### **SCHOOL-PARENT COMPACT**

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related; These are held on 10/27 & 10/28/11 and 3/29/12 and 3/30/12
- Convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved; the annual Title 1 meeting was held on 10/28/11.
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- Parent Coordinator is bilingual and the school uses the DOE translation line as needed for parents. Respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- An annual meeting was held on 10/28/11 to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified.
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

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

- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 13k616    **School Name:** Brooklyn High School for Leadership and Community Service

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:** X Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic     Focused    X Comprehensive

**Intervention:** X School Quality Review (SQR)     External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)     Not Required for 2011-2012

### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Brooklyn High School for Leadership and Community Service is a transfer high school that operates in collaboration with the New York City Department of Education (DOE), CFN 403 and the community based organization, Brooklyn Community Services (BCS). As dictated by the transfer school model, Brooklyn High School for Leadership and Community Service enrolls over-age and under-credited students' ages 16-21 years old that were previously enrolled in a New York City public high school and encountered various problems in completing the regular academic program. Many have had a history of truancy, 40 of our students are below a fourth grade reading level and most have low literacy levels. All of our students have had a difficult time adjusting to the culture of a traditional public high school and thus transferred to our school. All of our students need counseling; there is one counselor per thirty students. We have sixty students that are either incarcerated or in transitional living situations; this has impacted our attendance. Attendance impacts grades and test scores.

Although the reasons that young people become students at Brooklyn High School for Leadership and Community Service are multi-faceted, ultimately our students were unable to thrive academically in their former settings. Many have not attended high school in two, three years. In order for our students to now find academic success, we must offer a different school experience. Because we recognize that social, behavioral, environmental and community issues affect our students' academic performance, Brooklyn High School for Leadership and Community Service provides a both a rigorous and holistic education. Therefore, to speak to the academics is to also speak to the socio-emotional and environmental problems that challenge our students daily. These are realities that cannot be overlooked. Our school has been identified as SINI in all subgroups for ELA, Math and for graduation. The following issues outline the specifics that caused the school to be identified as SINI:

1. Transfer school students are not on cohort to begin with; that is the reason why they are in a transfer school. Student's cohort upon intake: The mission of our school is to accept students who are over-aged and under-credited. Therefore, the majority of our students are off track upon their acceptance, making it difficult to meet the state accountability requirements for all subgroups within the allotted time. We did receive a B in the NYC Progress Report and we ranked 16th out of 48 transfer schools. We received a 3.21 out of 4.00 in the math regents pass rate of the NYC Progress Report; 81 percent of the peer range. Prison schools do not receive a progress report but we intake incarcerated students. Our students also understand that they have a right to their education until their 21<sup>st</sup> birthday. We need the state to create a metric that supports transfer schools.
2. Student literacy levels: The vast majority of our students have scored a level 1 or 2 on their 8<sup>th</sup> grade assessments in English and Math.
3. Attendance: Our population has a history of truancy, which is a difficult behavioral pattern to break. Through data analysis, poor attendance has proven to be a primary reason for student failure in our school. Students are consistently absent for court dates, residential status appointments, etc.
4. Community violence: Last year school we experienced four deaths; three student deaths and one staff member. All of the student deaths were a result of violence. The staff death although untimely, was a result of unsuspected

illness and was a shock to the school community. We have a small school community of approximately 215 students and we were enormously affected by this multitude of loss in such a short time period. Attendance was affected and student performance markedly dropped. We also lost a student to violence in the Spring of 2010. This brings us to five deaths in one year. It takes adults a lifetime to overcome death; school communities are also impacted. We have seen an increase in violence in the community, including many shootings that have been taking place in the neighborhood.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

To combat our students' literacy issues, we have weaved literacy into the schools fabric in a myriad of ways. To promote our full school literacy initiative, the following action will commence during the 2011/2012 school year:

1. We contracted ACHIEVE 3000 for literacy support. All of our teachers in all content areas will have participated in Achieve 3000 literacy program professional development.
2. Achieve 3000 baseline literacy assessment will have been given to all students. Student results have been distributed to all staff thereby informing curriculum planning, differentiation of instruction, data analysis and programming.
3. Achieve 300 literacy program infused into ELA courses.

In addition, the following table outlines the support services, inclusive of curriculum, external partnerships, school programs and professional development that are available for the each discipline:

Subject	Description
English Language Arts	<p>Student support services are provided through:</p> <ul style="list-style-type: none"> <li>- Reduced class size</li> <li>- Professional External Partnerships with teaching artists, who team teach on a weekly basis:               <ul style="list-style-type: none"> <li>- EVC</li> <li>- DTE</li> <li>- DCTV</li> </ul> </li> <li>- Students receive tutoring through extended time, student lunch period before and afterschool.</li> <li>- Writers Express literacy supplemental program</li> <li>- Technology is infused into the curriculum. Smart boards are used in every classroom; 10 laptop carts are available; Desktop computers and multiple printers are in every classroom</li> <li>- Coach who supports teachers to ensure differentiation of instruction and common core standards are infused into curriculum</li> <li>- Team Teaching</li> <li>- Achieve 3000 digital literacy program – baseline assessment for entire school to determine literacy levels of all students</li> <li>- Castle Learning; online regent's support program</li> <li>- Aventa online program during summer school</li> <li>- Scholastic Identity and Voice literacy curriculum – including professional development opportunities</li> <li>- Education Video Center documentary curriculum which incorporates:               <ul style="list-style-type: none"> <li>- Literacy</li> <li>- Writing</li> <li>- Technology</li> </ul> </li> <li>- Vocabulary integration into daily lessons</li> <li>- Workshop model lesson plan template</li> <li>- Understanding by Design</li> <li>- Credit Recovery</li> <li>- ACHIEVE 3000 literacy class</li> <li>- Common core-aligned curriculum</li> </ul>

<b>Mathematics</b>	<p>Student support services are provided through:</p> <ul style="list-style-type: none"> <li>- Reduced class size</li> <li>- Students receive tutoring extended time, student lunch period and afterschool.</li> <li>- Technology is infused into the curriculum. Smart boards are used in every classroom; 10 laptop carts are available; Desktop computers and multiple printers are in every classroom</li> <li>- Coach who supports teachers to ensure differentiation of instruction and common core standards are infused into curriculum</li> <li>- Vocabulary integration into daily lessons</li> <li>- Workshop model lesson plan template</li> <li>- Understanding by Design</li> <li>- Castle Learning; online regent's support program</li> <li>- Khan online blended learning in classroom</li> <li>- Credit Recovery</li> <li>- Common core-aligned curriculum</li> </ul>
<b>Science</b>	<p>Student support services are provided through:</p> <ul style="list-style-type: none"> <li>- Reduced class size</li> <li>- Team – Teaching</li> <li>- Tutoring, extended time, student lunch period and after school.</li> <li>- Technology-infused curriculum. Smart boards are used in every classroom; two laptop carts are available.</li> <li>- Coach who supports teachers to ensure differentiation of instruction and common core standards are infused into curriculum</li> <li>- Castle Learning</li> <li>- Vocabulary integration into daily lessons</li> <li>- Workshop model lesson plan template</li> <li>- Understanding by Design</li> <li>- Credit Recovery</li> <li>- Common core-aligned curriculum</li> </ul>
<b>Social Studies</b>	<p>Student support services are provided through:</p> <ul style="list-style-type: none"> <li>- Reduced class size</li> <li>- Team Teaching</li> <li>- Tutoring, extended time, student lunch periods and after school.</li> <li>- Interdisciplinary instruction (History/Film)</li> <li>- Professional Teaching Artists - EVC</li> <li>- Coach who supports teachers to ensure differentiation of instruction and common core standards are infused into curriculum</li> <li>- Castle Learning</li> <li>- Vocabulary integration into daily lessons</li> <li>- Workshop model lesson plan template</li> <li>- Understanding by Design</li> <li>- Credit Recovery</li> <li>- Common core-aligned curriculum</li> </ul>

Furthermore, as Brooklyn High School for Leadership and Community Service has been identified as SINI in all subgroups for ELA, Math and for graduation, all teachers will be paid per session to revise and develop Common Core curriculum maps and engage all students in common core-aligned curriculum embedded tasks in literacy, math and across all disciplines for the 11/12 school year. The department teams will be facilitated by the School's Academic Coach and Data Specialist.

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**Part B: For Title I SINI Schools Only**

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 will be used to remove the school from school improvement.

As Title I SINI School, Brooklyn High School for Leadership and Community Service allocated Title I funds in the following ways: maintaining a full time, in house coach for professional development, providing per-session for the coach and teachers, and contracting educational consultants to further develop teachers professionally.

The full time on site coach facilitates one 55 minute professional development session to all teachers every Tuesday and one 55 minute departmental inquiry team meeting every Thursday. Through Tuesday's professional development sessions, by June 2012, all of the teachers will have participated in professional development organized around student engagement per SCHOOL QUALITY REVIEW FEEDBACK. Teachers will have planned and critiqued lessons that reflect their unpacking of Domain 3C from Danielson's Rubric on Engagement. This goal will be measured by the following: 100% teacher participation in professional development sessions; work products from PD sessions such as teacher created in-house rubric on engagement, compared to Danielson's Domain 3C rubric on engagement; all teachers will participate in intervisitations and give low-inference feedback on in-house rubrics.

On Thursday's department inquiry team meetings, all teachers will work in departmental teams. The teams will strategically select a Common Core Learning Standard strand based on data from ARIS, STARS/HSST, and Achieve3000 for the students' reading levels, and create one mathematics and ELA unit with a performance task that is aligned to the selected strand. Once the unit and performance task is implemented, the teachers in their departmental teams will analyze the resulting student work to determine the grade level alignment and the discrepancy in grade level between the student work and the implemented unit/task. The teachers will receive professional development on how to conduct a student work analysis protocol with a focus on the Common Core Learning Standards and Depth of Knowledge.

In addition, we are currently partnered with the educational consultants Education Video Center (EVC). EVC provides teaching artists who team teach an interdisciplinary film curriculum with the History and English departments. EVC also provides continued professional development that incorporates common core into the curriculum.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

All new teachers are required to complete the mandated mentoring hours. Mentors and mentees meet with one another two hours a week, and have been also been given schedules that include common planning time. Additionally, per session has been made available for mentors. This year, our newest history teacher has completed his mandated hours, leaving one teacher left to finish the mentoring hours. By June, all of our teachers will have completed their mentoring program. Additionally, as discussed earlier, teachers meet for professional development for 55 minutes once a week, and department teams for 55 minutes once a week, providing teachers multiple opportunities for professional development and mentor support.

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.

Letters will be mailed home.

Throughout the school year we will share information with parents about school and parent related programs in a format, and in languages that parents can understand. The Parent Coordinator is bilingual and will translate all critical school documents, including the school's identification for school improvement to Spanish, while also providing interpretation to Spanish speakers during meetings and events. In addition, the school will contact the Department of Education's translation services at [translations@schools.nyc.gov](mailto:translations@schools.nyc.gov), to translate the SINI notification for parents and families whose home languages include: Arabic, Bengali, Chinese, French, Haitian Creole, Korean, Russian, Spanish and Urdu. An external contract will be sought out for languages other than what the translation services provide.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Christophe GrollGillian Smith</b>	District <b>13</b>	Borough <b>Brooklyn</b>	School Number <b>616</b>
School Name <b>Brooklyn Leadership</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Georgia Kouriampalis</b>	Assistant Principal <b>Janan Eways</b>
Coach <b>Ridwan Falah</b>	Coach <b>N/A</b>
ESL Teacher <b>Phyllis Mignone/ESL Teacher</b>	Guidance Counselor <b>Celeste Maxwell/Guidance Couns</b>
Teacher/Subject Area <b>Sarah Johnson/English Teacher</b>	Parent <b>Lisa Mandry</b>
Teacher/Subject Area <b>Greg Ziman/English Teacher</b>	Parent Coordinator <b>Cathy Batista</b>
Related Service Provider <b>N/A</b>	Other <b>Stacey Fischler/Learn to Work</b>
Network Leader <b>Gillian Smith</b>	Other <b>type here</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>214</b>	Total Number of ELLs	<b>5</b>	ELLs as share of total student population (%)	<b>2.34%</b>
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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. 

1-4. Brooklyn High School for Leadership and Community Service is a transfer school for over-age, under-credited students ages 16-21 with a history of truancy. We do not accept any incoming freshmen. Students must be enrolled in a high school in order to attend a transfer school. Once a student has completed the intake process, the student biographical is checked in ATS. To identify the home language, the HLIS, which is already set in ATS previously, is checked and the student's ELL status is identified through the RLAT. Additionally during the intake process, English Language Learners are identified in the following ways:

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

Other ways in which ELL's are identified:

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

During intake and throughout the school year we will share information with parents about school and parent related programs in a format, and in languages that parents can understand. The Parent Coordinator, who also serves as our intake coordinator and is a social worker, is a bilingual Spanish speaker and will accommodate parents and students with native language support during the intake process. She will translate all critical school documents to Spanish, while also providing interpretation to Spanish speakers during meetings and events. We also have staff members who are fluent in Italian, Spanish, and Greek. In addition, during intake and ongoing, the school will contact the Department of Education's translation services at [translations@schools.nyc.gov](mailto:translations@schools.nyc.gov), to translate notifications for parents and families whose home languages include: Arabic, Bengali, Chinese, French, Haitian Creole, Korean, Russian, Spanish and Urdu. An external contract will be sought out for languages other than what the translation services provide.

Phyllis Mignone, dually certified in Foreign Language and ESL, is serving as our ESL teacher and is responsible for conducting the initial screening and administering the HLIS and Lab-R (if necessary). We have not had a need to administer the Spanish LAB for Spanish speakers as our Spanish speaking ELL population can not read or write Spanish fluently and they already have an ESL level set previously. Ms. Mignone facilitates all ELL instruction according to mandated minutes and student need. Part of that facilitation and her position as the ELL instructor is administering the New York State English as a Second Language Achievement Test (NYSESLAT). Ms. Mignone runs the RLAT to identify each student's modality by grade and the RNMR to see the overall NYSESLAT proficiency results. Last year, of the two students who completed the exam, one ELL student tested out of ESL and the other moved up from an intermediate learner to an advanced learner.

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

Our ESL teacher has attended and will continue to attend the training session, given by the CFN, on scoring the NYSESLAT. We have a team of teachers who score the writing portion of the exam. Last year, the team consisted of the Assistant Testing Coordinator, who is an English Coordinator, and two additional English teachers. Once all portions are complete, the ESL teacher is responsible for the packing of all materials, and transportation of such materials, to the CFN. The ESL teacher is also responsible for returning all unused materials, test booklets and cassettes for pick-up.

5/6.Brooklyn High School for Leadership and Community Service is a transfer school servicing students ages 16 to 21. We do not accept first year high school students and all of our students come to our school from another high school. With that, their high school ESL program is already set at the time of transfer. Although we currently do not have students who are in need of Transitional Bilingual Education, or students who are in need of a Dual Language program., program choices will be offered to parents. If parents choose programs other than free-standing ESL, the school will inform parents of our program, will keep parents informed of any program changes, and will keep the parent's response on file with school for future reference. In the future, if we need to offer Transitional Bilingual Education, or a Dual language program to service our students we will offer the program(s) accordingly. Nonetheless, we are still open to suggestions from teachers, advocate counselors and parents. For the 2011-2012 school year, and from the school's inception, we only have freestanding ESL students at our school. Unless we find the need to re-evaluate the student, the school adheres and continues the ESL program that was previously in place. Our ELL teacher will contact all parents to discuss our ELL program choices and how their child will receive support. Our ELL teacher will ensure that all entitlement letters are distributed and returned accordingly. Additionally, the ESL teacher, content-area teacher, the guidance counselor and advocate counselors also contact parents/guardians as necessary.

We are always open to parent requests when it comes to our program model for ESL or any other program we offer. Our Language Allocation Policy Team includes a parent coordinator- Ms. Cathy Batista, MSW, our PTA president- Ms. Lisa Mandry, and a LTW Coordinator- Ms. Stacey Fischler. Also, our CBO is in constant communication with parents and is readily available with support as needed.

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

Although a student's ELL program is already set from their previous school at the time of intake , our ELL teacher will review all of the choices with parents. Eligibility letters will also be sent home to parents and collected by our ELL teacher. As we have a small ELL program with only five ELL student's this year, parents will be informed that we do not have enough students to offer Transitional Bilingual Education or Dual Language programs. We will assist parents in transferring students to another school in the district that offers such programs. The monthly PPT meeting includes the ELL teacher.

## 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   
Page 34

**This school offers (check all that apply):**

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

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

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

**B. ELL Years of Service and Programs**

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

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				5
<b>Total</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>		<b>5</b>

Number of ELLs in a TBE program who are in alternate placement: 0

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0

**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
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
<b>TOTAL</b>	<b>0</b>													

**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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**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	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>									

**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	1	2	4
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French											1			1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>5</b>									

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic

## A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

1. We offer a Freestanding ESL program. Ms. Mignone is currently pushing in to classes 10 periods a week and pulling out students, as necessary, arranged around the mandated instructional units of support providing support to our five ELL students. Students are ungraded and grouped heterogeneously. There are currently no SIFE students, nor are there students who have been in US schools for less than three years.

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

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

4. Our ELL's are not fluent in their native language and have appropriate testing modification available, including translation dictionaries when needed.

5. The ESL teacher makes content comprehensible to our 5 ELL s by applying different learning strategies. This allows the students to see that a certain task is actually within their reach, if it is broken down, in a certain way. Such strategies include using prior knowledge, graphic organizers, reference materials, and context cues; planning; note taking; questioning; exploring cognates and root words; and applying ideas to new settings or experiences. All of the aforementioned strategies enhance the ELL’s opportunity to listen, speak, read, and write in English for information and understanding.

Brooklyn High School for Leadership and Community Service is a transfer school, serving 16-21 year olds. Our students come to us with a testing history from their former school/schools, and a level, as determined by prior NYSESLAT and/or LAB-R exams. We currently have no SIFE students, nor do we have students with less than three years in US schools. In the future we will adjust our program to meet the needs of SIFE students and newcomers. We work as a team (ESL Teacher, Content Area Teachers, Advocate Counselors) to ensure that the student's ESL Program/Level, as reflected on their records, matches how they are progressing in the classroom, as exhibited by Benchmark Assessments/Grades, teacher feedback, Advocate Counselor/Student Feedback.

Differentiation of instruction for ELLs is achieved by the ESL teacher’s assessment of how the individual student best learns. The ESL teacher can then plan accordingly when deciding on which learning strategy to use with a particular student. Differentiation in learning

## A. Programming and Scheduling Information

also aids the ESL teacher when she is tutoring the student because she can apply certain learning strategies, based on her assessment, to enhance optimal learning outcomes.

Our 4-6 year ELLs and long-term ELLs continue to be supported by the ESL program as described above and receive more than the mandated minutes required. Additionally the ELL teacher is continual communication with all the ESL student's teachers, their advocate counselors and their parents. Ms. Mignone also supports students by tutoring before and after school hours, as well as during lunch. She is available during student lunch daily from Monday through Friday in order to provide tutoring and attends PPT meetings and weekly speed conferences.

Two years ago we had one special needs ELL student, who was supported by our program, and was also supported by receiving mandated special education services, including Collaborative Team Teaching. That student tested out of ESL, and graduated in June of 2010. She was the valedictorian and now attends LaGuardia Community College (CUNY). Currently, we have no special needs ELL students.

6. We use a variety of resources and strategies to help support our ELLs and our SWDs. Currently we do not have any ELLs who require Special Education Support/Services. But if we did, the SWD ELL's would have the an ELL program that also includes modifications and supports that are identified in the IEP. In our English Classes we are using a program called Achieve 3000. It is a web-based, individualized learning program, which matches reading passages to a student's individual lexile (reading level). This program has been proven to accelerate reading comprehension, vocabulary, and writing proficiency, for all types of learners. Our ELL's are currently working with Achieve 3000 in their English classes and separately with their ELL teacher. The Scholastic ID curriculum has been implemented in the English class where the ELLs are receiving support. This program is aligned to ELA standards within the Common Core Standards. Scholastic ID:Voice, Vision, Identity, is a high school writing program for all students. It targets students who have lost interest in reading, writing, and simply engaging with text. Scholastic ID is a program that allows educators to re-engage these students and get them interested in reading, by making the content more personal and accessible to all students Smartboards, desktop computers and laptop computers are integrated into every classroom. The Writers' Express Literacy through Writing curriculum has also been implemented in the upper level ELA classes.

7. This year, we do not have any ELLS who are SWDs. If we did, we would review students IEPs and ELL needs to create a program that services the student.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

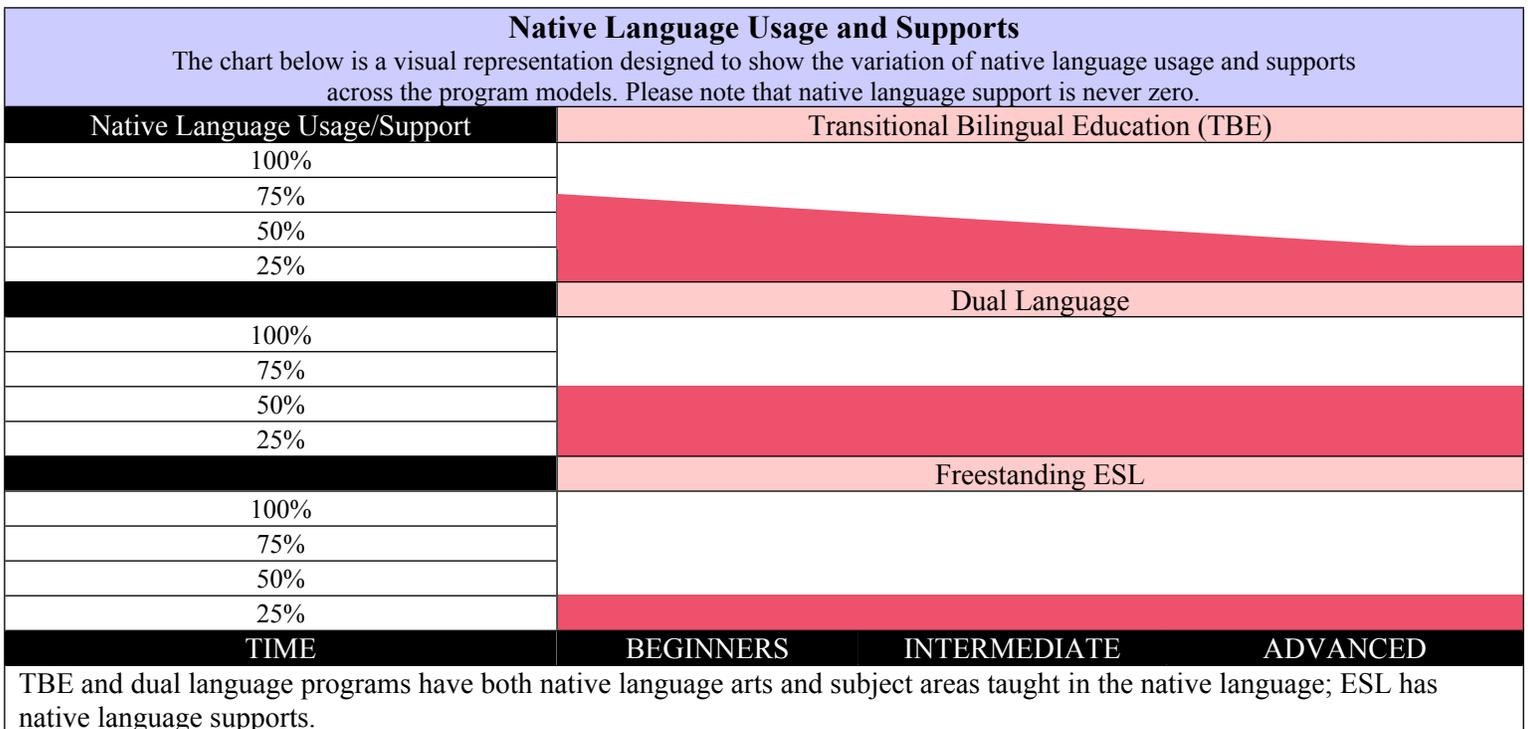
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



- | B. Programming and Scheduling Information--Continued   |
|--|
| 8. 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. |
| 9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.   |
| 10. What new programs or improvements will be considered for the upcoming school year?   |
| 11. What programs/services for ELLs will be discontinued and why?  |
| 12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.   |
| 13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials;  |

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14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8, 10, 11, 13, 14. Brooklyn High School for Leadership and Community Service meets the needs of our 5 ELL students by providing an individualized, standard – based, holistic education that also considers the students' socio-emotional needs. Translation dictionaries are available to support our students, and our ESL teacher speaks Italian and Spanish - four of our ELL are Spanish speakers. As we have a small number of ELL students, we are able give all of our ELL students (in all subgroups) targeted, individualized attention. Through diligent communication, our ELL teacher assesses the needs of the students, and directs the students to receive the supplemental support they need in all areas; academic and beyond. Every young person, including ELLs has an advocate counselor (with an approximate caseload of 34 students) who helps to direct their students socially, emotionally, and academically. We also have a guidance counselor, three MSWs on staff, a campus School Based Support Team, and a rich Learn to Work (LTW) internship program and Learn to Work internship coordinator. Additionally, we have an on site speech teacher and related service provider, and offer history and Living Environment CTT courses, as well an array of after school activities including student government, fitness club and fashion. One to one tutoring is available before and after school hours, and flourishes during student lunch. We have hired the educational consultants Educational Video Center and Dance Theatre Etcetera to help infuse the film and arts into curriculum. We have not discontinued any programs this year, and have only enriched our offerings. This year, we are using the Achieve 3000 literacy program for all ELLs. The following outlines the intervention programs that are available to ELLs in all disciplines:

### English Language Arts

- Reduced class size
- Professional External Partnerships with teaching artists, who team teach on a weekly basis:
  - EVC
  - DTE
  - DCTV
- Students receive tutoring through extended time, student lunch period before and afterschool.
- Writers Express literacy supplemental program
- Technology is infused into the curriculum. Smart boards are used in every classroom; 10 laptop carts are available; Desktop computers and multiple printers are in every classroom
- Coach who supports teachers to ensure differentiation of instruction and common core standards are infused into curriculum
- Team Teaching
- Achieve 3000 digital literacy program – baseline assessment for entire school to determine literacy levels of all students
- Castle Learning; online regent's support program
- Aventa online program during summer school
- Scholastic Identity and Voice literacy curriculum – including professional development opportunities
- Education Video Center documentary curriculum which incorporates:
  - Literacy
  - Writing
  - Technology
- Vocabulary integration into daily lessons
- Graphic organizers utilized in all classrooms
- Workshop model lesson plan template
- Understanding by Design
- Credit Recovery

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- Workshop model lesson plan template
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## 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.

1. Professional development is made available for all staff, including the Guidance Counselor, Special Education teachers, Secretaries and Parent Coordinator, speech therapists, community assistants, family worker and Community Based Organization Staff members: MSWs, advocate counselors and LTW coordinator. Paraprofessionals, and school psychologists are not part of our school's staff. "Brooklyn High School for Leadership and Community Service" continues to reflect, re-evaluate and build upon our programs and practices. As such, professional development is part of the foundation of our community. We have a full-time Math coach/Data Specialist who facilitates professional development sessions twice a week, inclusive of all disciplines. Our English Teacher and Social Studies Teacher attend weekly EVC Curriculum PD meetings, around using video instruction in the classroom for project-based learning. Our English teacher has completed a graduate degree in TESOL attended a week-long QTEL training session. Subsequently, practices and curriculum he learned are turn keyed to the faculty. In the past we hired two educational consultants "Writers Express," to further develop our staff in differentiation of instruction and literacy strategies. We have also recently acquired multi-media resources in "Teaching Strategies for English Language Learners (ELLs)". We are implementing the strategies for differentiated instruction, to best support our ELLs. We have also begun the new school year with the launch of two new literacy programs: Achieve 3000 and Scholastic ID. The whole staff has attended in-house PDs on both programs. Our Coach/Data Specialist, English Team, and Support Teachers (Special Education and ESL) attended all day PD sessions, on Election Day, for follow-up about Achieve 3000 implementation in the classroom. That same team of teachers also had an intensive training with specialists from Scholastic ID, around literacy, and reinforcing better reading habits of our students by engaging students with text. Additionally, our ELL teacher will facilitate professional development workshops for all of our teachers throughout the year. attend off site professional developments , including the NYSESELAT training.

2. Students are ungraded and do not move from grade to grade with their cohort as they would in a traditional school. The Guidance Counselor works with students individually to provide ongoing counseling to support student's academically and ensure that students are accumulating credits. Transition plans and college counseling will also be provided. The Guidance department is also supported by an onsite, full time, CBO partnership that consists of six advocate counselors, a Learn to Work internship coordinator, a program director who is a NYS licensed LCSW, and an assistant program director who is an LMSW. The CBO also assists all ELL students. Advocate counselors have a maximum caseload of 35 students and support students through advisories and individual counseling. Advocate Counselor's have a daily 30 minute check in with all students, as well a 55 minute advisory twice a week Additionally, advocate counselor's will infuse the "Overcoming Obstacles" curriculum into advisory. We also offer differentiated support groups including a men's group; woman's group; art therapy/ studio; community service group; Dance Rhythm group; "Overachievers" which targets students with 0-11 credits.

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

## C. Schools with Dual Language Programs

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

, Paste response to questions 1-5 here

N/A

parental involvement. On 9/20/11 the school principal provided an overview to parents of materials and trainings to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology. The school will continue to provide parents with materials and necessary trainings throughout the school year via PTA & SLT meetings and mail.

• Throughout the school year we will provide assistance to parents in understanding City, State and Federal standards and assessments. On 9/20/11 the principal reviewed common core standards with parents during parent orientation night and on 10/17/11

## 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?

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

- Parent Orientation Night -September 20, 2011 will initiate a formal orientation to school staff, programs and opportunities for parental involvement. On 9/20/11 the school principal provided an overview to parents of materials and trainings to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology. The school will continue to provide parents with materials and necessary trainings throughout the school year via PTA & SLT meetings and mail.
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  - Throughout the school year we share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand. The information is shared via school meetings, and via mail to ensure parents are fully aware and participating partners at the school. The parent coordinator is also bilingual and translates and provides information to parents as needed.
  - During Intake for school enrollment parents are informed of the opportunities provided for parental involvement , such as; PTA & SLT meetings, parent/teacher conference nights, bi-weekly mailings to parents of students academic progress, parent activities- parent orientation night, college night, parent workshops, and ongoing academic meetings for students as needed.
  - Parents were provided surveys at the beginning of the school year at parent orientation night, which they will be asked for input/feedback and throughout the remainder of the school year they will be provided ongoing surveys to solicit their interest in participating in a number of proposed parent involvement activities, as well as offering a section on the survey that will allow them to offer new ideas for parent involvement activities.
  - Parent Teacher Associations meetings and SLT meetings are held monthly at the school and parents will be informed of meetings via ongoing mailings, onsite meetings and phone calls
  - Parents will be interviewed as part of the school's Quality Review
  - The aforementioned parent surveys will be utilized during the School Progress Report.
  - Parents will be included in the school's Annual Evaluation of the school's Parent Involvement Policy.
2. Brooklyn High School for Leadership and Community Service is a transfer high school that operates in partnership with the New York City Department of Education (DOE), and the Community Based Organization, Brooklyn Community Services (BCS). BCS has an on-site staff which includes a program director, an assistant program director, six advocate counselors, and an LTW coordinator (one of which are MSWs). The BCS is in constant contact with parents and continually organizes parent meetings as well informational sessions.
3. Brooklyn High School for Leadership and community service will evaluate the needs of the parents through continual communication exemplified as follows:
- At our school the Parent Coordinator is bilingual and ensures that documentation of services, parent meeting and activities are maintained. The Parent Coordinator and Advocate Counselors are responsible for sending all parents/guardians information of parent meetings, activities, workshops and grades via mailings, and will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents.
  - The school will conduct parent workshops with topics that may include: parenting skills, understanding educational accountability

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  - Throughout the school year we share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand. The information is shared via school meetings, and via mail to ensure parents are fully aware and participating partners at the school. The parent coordinator is also bilingual and translates and provides information to parents as needed.
  - During Intake for school enrollment parents are informed of the opportunities provided for parental involvement , such as; PTA & SLT meetings, parent/teacher conference nights, bi-weekly mailings to parents of students academic progress, parent activities- parent orientation night, college night, parent workshops, and ongoing academic meetings for students as needed.
  - Parents were provided surveys at the beginning of the school year at parent orientation night, which they will be asked for input/feedback and throughout the remainder of the school year they will be provided ongoing surveys to solicit their interest in participating in a number of proposed parent involvement activities, as well as offering a section on the survey that will allow them to offer new ideas for parent involvement activities.
  - Parent Teacher Associations meetings and SLT meetings are held monthly at the school and parents will be informed of meetings via ongoing mailings, onsite meetings and phone calls
  - Parents will be interviewed as part of the school's Quality Review
  - The aforementioned parent surveys will be utilized during the School Progress Report.
  - Parents will be included in the school's Annual Evaluation of the school's Parent Involvement Policy.
2. Brooklyn High School for Leadership and Community Service is a transfer high school that operates in partnership with the New York City Department of Education (DOE), and the Community Based Organization, Brooklyn Community Services (BCS). BCS has an on-site staff which includes a program director, an assistant program director, six advocate counselors, and an LTW coordinator (one of which are MSWs). The BCS is in constant contact with parents and continually organizes parent meetings as well informational sessions.
3. Brooklyn High School for Leadership and community service will evaluate the needs of the parents through continual communication exemplified as follows:
- At our school the Parent Coordinator is bilingual and ensures that documentation of services, parent meeting and activities are maintained. The Parent Coordinator and Advocate Counselors are responsible for sending all parents/guardians information of parent meetings, activities, workshops and grades via mailings, and will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents.
  - The school will conduct parent workshops with topics that may include: parenting skills, understanding educational accountability

## 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?

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

- Parent Orientation Night -September 20, 2011 will initiate a formal orientation to school staff, programs and opportunities for parental involvement. On 9/20/11 the school principal provided an overview to parents of materials and trainings to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology. The school will continue to provide parents with materials and necessary trainings throughout the school year via PTA & SLT meetings and mail.
- Throughout the school year we will provide assistance to parents in understanding City, State and Federal standards and assessments. On 9/20/11 the principal reviewed common core standards with parents during parent orientation night and on 10/17/11 during the general PTA meeting, the principal reviewed instructional information and curriculum with parents.
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- The school will conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build

## Additional Information

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

Paste additional information here

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

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

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										0	0	0	0
	I										0	0	0	0
	A										0	0	0	1
	P										0	2	1	1
READING/ WRITING	B										0	0	0	0
	I										0	0	0	2
	A										0	2	1	0
	P										0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	4	0	2	0
Integrated Algebra	3	0	3	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	4	0	1	0
US History and Government	1	0	0	0
Foreign Language	0	0	0	0
Other	0	0	0	0

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

### 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.

1. Brooklyn High School for Leadership and Community Service continues to use data as a tool that helps us to evaluate the success of our program for ELLs. This year we are using the Achieve 3000 literacy program. The program first assesses the student's literacy level. Then, a web-based, individualized learning program, which matches reading passages to a student's individual lexile (reading level) is created automatically. By understanding the lexile level of the students, we can better differentiate instruction and better support our ELL's across all disciplines. This program has been proven to accelerate reading comprehension, vocabulary, and writing proficiency, for all types of learners. We are also using Scholastic ID in the English class where the ELLs are receiving support. This program is aligned to ELA standards within the Common Core Standards. Scholastic ID:Voice, Vision, Identity, is a high school writing program for all students. It targets students who have lost interest in reading, writing, and simply engaging with text. Scholastic ID is a program that allows educators to re-engage these students and get them interested in reading, by making the content more personal and accessible to all students. Through the NYSESLAT results, periodic assessments, Regent's data, as well as our biweekly assessments, are analyzed on a continual basis. Approximately every two weeks, and five times per cycle, students are given benchmark assessments in each class. We have a uniform grading policy, which includes the following five categories: "do now", class work, homework, participation and benchmark assessment. Grades for every class, including the breakdown, is generated in a biweekly progress report and distributed to students. The advocate counselor, as well as the ELL teacher, reviews the progress reports with students and conferences with each teacher as needed. The progress reports are one way in which we evaluate the success of our ELL students. We assess a student's credit accumulation and also use scores from the NYSESLAT and NYS Regents. Last year, three of our ELLs passed all of their state examinations and graduated. Two years ago, one of the graduates was a SWD ELL student and ultimately became the valedictorian. Two of our non-graduates moved from intermediate to advanced in both NYSESLAT modalities, and one passed both his math and ELA regent; another passed his ELA.; two other passed their algebra regent.

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

School Name: <b>Brooklyn Leadership</b>		School DBN: <b>13K616</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Georgia Kouimpalis	Principal		11/21/11
Janan Eways	Assistant Principal		11/21/11
Cathy Batista	Parent Coordinator		11/21/11
Phyllis Mignone	ESL Teacher		11/21/11
Lisa Mandry	Parent		11/21/11
Sarah Johnson	Teacher/Subject Area		11/21/11
Greg Ziman	Teacher/Subject Area		11/21/11
Ridwan Falah	Coach		11/21/11
N/A	Coach		
Celeste Maxwell	Guidance Counselor		11/21/11
Gillian Smith	Network Leader		
Stacey Fischler	Other <u>LTW Coordinator</u>		11/21/11
	Other		
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 13k616      **School Name:** Brooklyn High School for Leadership

**Cluster:** 5      **Network:** Smith CFN 403

**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**

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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.

Brooklyn High School for Leadership and Community Services assesses the school written and oral interpretation policy by surveying parents and students to confirm that the relevant materials are received by and communicated to families on an ongoing basis. Our language assessment begins with a comprehensive intake process that includes:

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

Other ways in which are identified:

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

Each student at Brooklyn Leadership is assigned an Advocate Counselor. The counselor is in constant contact with the students and Parents/Guardians of his/her caseload. The Counselor is also aware of the language spoken at home by the parent/guardian, when contacting the parents via phone or sending information home. NYCDOE Translation Services are also available to the Advocate Counselors. The advocate counselor will record this information in the student's casefile. In addition, the list preferred home language will be distributed to all staff during meetings.

Throughout the school year we will share information with parents about school and parent related programs in a format, and in languages that parents can understand. The Parent Coordinator is bilingual and will translate all critical school documents, including the school's identification for school improvement to Spanish, while also providing interpretation to Spanish speakers during meetings and events. In addition, the school will contact the Department of Education's translation services at [translations@schools.nyc.gov](mailto:translations@schools.nyc.gov), to translate the notification for parents and families whose home languages include: Arabic, Bengali, Chinese, French, Haitian Creole, Korean, Russian, Spanish and Urdu. An external contract will be sought out for languages other than what the translation services provide.

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.

During the Intake Process there are questions asked of all new students to determine their home language. The student's biographical is also run on ATS to determine the student's reported home language and ELL status. Of our ELL population (5 students), 4 are Spanish-Speaking , and 1 is French-Hatian Creole. The Home Language Report is also run in ATS to determine the written translation and oral interpretation needs of all students. Thirty four students' home languages are reported as other than English: (1 - Arabic, 1- Cantonese, 1- Dutch, 1-French -Hatian Creole, 2- Haitian Creole, 2- Russian, and 26 Spanish. ) Throughout the school year we will share information with parents about school and parent related programs in a format, and in languages that parents can understand. The majority of our families who are non-English speakers are Spanish speaker. We currently have four full time staff members who are fluent in Spanish and will assist Spanish speaking families with translations, oral and written, accordingly. The school community will be informed during staff meetings and via email.

## **Part B: Strategies and Activities**

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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.

As noted above, we will utilize the NYCDOE Translation Services. Many of the mandated notifications are readily available on the Department of education's website. For in-house school notifications we will utilize the web based Google Translation Services, which translates documents from English to any language immediately. Any notifications for parents will also be sent out for translation services if necessary. .

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

26 of the 34 families who are non-English speakers are Spanish speakers. We currently have four full time staff members who are fluent in Spanish and will assist Spanish speaking families with oral translations. In addition to Spanish speakers, we also have two Italian speakers, as well as a Greek speaker.

For all other oral translation needs we will utilize the DOE's Translation and Interpretation Unit. Phone translation can be used to call a student's home and/or translate over speakerphone. Translation services are available in many languages including, but not limited to, Spanish, Chinese (Mandarin and Cantonese), Arabic, Haitian Creole, Korean, Russian, Turkish, and Urdu. For American Sign Language services we will contact the Office of Sign Language Interpreting Services.

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

To fulfill Section VII of Chancellor's Regulation 663, we will provide each parent with a Bill of Parent's rights. These rights will be distributed at parent meetings, mailed, and backpacked with students. We will post a sign which indicates our interpretation services available near the main office, as well as in the guidance counseling suites. Parents will reach out to advocate counselors in times of crisis. Advocate counselors, who know the languages of the parents on their caseload, will utilize translation services to communicate when needed.