



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : SOUTH BROOKLYN COMMUNITY HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 15K698

PRINCIPAL: JEAN BURKE FOLEY **EMAIL:** JFOLEY3@SCHOOLS.NYC.GOV

SUPERINTENDENT: AIMEE HOROWITZ

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
Jean Burke Foley	*Principal or Designee	
Victoria Braxton	*UFT Chapter Leader or Designee	
Eileen Lada	*PA/PTA President or Designated Co-President	
Sheila Gibbs	DC 37 Representative, if applicable	
Dominique Manego Christian Velasco	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
John Foley-Murphy	CBO Representative, if applicable	
Iliana Gonzalez	Member/Parent	
Marisela Herrera	Member/Parent	
Maria Hernandez	Member/Parent	
Wayne Embacher	Member/Teacher	
	Member/	
	Member/	
	Member/	

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

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- By June 2012, all instructional staff will demonstrate a shared understanding of instructional excellence as outlined by the Teacher Effectiveness Pilot Rubric. The Principal will measure progress by conducting at least 4 formative observations per teacher, which will demonstrate movement along the instructional continuum.

Comprehensive needs assessment

- As outlined in last year's SQR, there is a need for our school to promote consistency in differentiation for purposeful groupings and students engagement in order to enable access for all students to learning that is tailored to meet their needs. Rigor is inconsistent, as is understanding of how to provide multiple points of entry for students in order to make material more accessible or challenging as needed. This is also confirmed through student surveys, classroom observations and conversations with instructional staff.

Instructional strategies/activities

- a) All teachers will begin the 2011-1012 school years by self-assessing on selected components of the Teacher Effectiveness Rubric and will formulate goals that will drive differentiated professional plans with individualized goals for each teacher.
- b) Individual professional development plans for each teacher with delineated steps for progress and movement to the next level within the continuum will be developed for all instructional staff by the Principal.
- c) School leader sets up and follows a schedule for teacher observation and feedback using the Teacher Effectiveness Rubric and focusing on the various rubric components.
- d) Improvements will be measured by teacher movement along the rubric continuum (ineffective, developing, effective and highly effective) as well as teachers demonstrating implementation of "action steps" as outlined on the Teacher Effectiveness Pilot Observation write-ups that will be given to each teacher after each observation.

Strategies to increase parental involvement

- Parent –teacher conferences will take place 4 times each cycle (at the end of each grading period or "benchmark" assessment) in order to increase parent understanding of and involvement in the educational process
- Continuous outreach will be conducted to parents reiterating our "open door" policy and our willingness to meet with parents at times that are convenient to them (early morning and late evening hours)
- Workshops will be offered to parents on the Core Content Standards, graduation requirements and college and career access.

Strategies for attracting Highly Qualified Teachers (HQT)

- SBCHS works closely with New Visions and our CFN network to recruit talented instructional staff. We rely heavily on their recruitment efforts and linkages with colleges, Teach for America and Teaching Fellows to attract Highly Qualified Teachers.

Service and program coordination

- The school is partnered with Good Shepherd Services and is a transfer school for students who are over-age and under-credited, have previously dropped out of school and who may have family responsibilities. Leadership of the school is shared between the Principal and a Director employed by Good Shepherd Services. The program is non-traditional in that there is a rolling admissions policy throughout the calendar year and students may graduate when they have met their credit requirements at the end of any of the four instructional cycles (3 cycles during the school year + a summer session). The program accommodates accelerated credit accrual, which allows students to earn up to eighteen credits during the academic year and an additional six during the summer.

Budget and resources alignment

Human Resources, as well as monies allocated to the DOE sponsored Teacher Effectiveness Pilot will be utilized to support this endeavor. Teacher per-session work on this endeavor is centrally funded in the amount of \$2500 via Per-session Vacancy Circular #178 (quick code #27515). Additional funding for per-session training will be allocated as needed via fair student funding. The Teacher Effectiveness coach is funded centrally by DOE. Fair Student Funding will be utilized to fund additional per-session training as needed for staff in the Spring.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- By June 2012, at least 80% of students with 80% attendance will be engaged in a rigorous task in each of their core classes that is aligned to the Common Core Learning Standards and embedded within a unit that is also aligned to the CCLS.

Comprehensive needs assessment

- Although staff members have been introduced to the Core Content Standards, the implementation of Core Content tasks and the existence of Core Content aligned curricula is inconsistent school-wide. In order to prepare for the full implementation of the Core Content Standards, as mandated by the NYCDOE, SBCHS must begin the process of designing, units, tasks and curricula that are aligned to these rigorous standards.

Instructional strategies/activities

- a) Teachers will be trained on Common Core Learning Standards across all subjects
- b) Teachers will begin the revision of existing curricula (aligning to the Common Core Standards) by developing collaborative lessons that incorporate oral and written skills needed for providing evidence to support arguments. (W1 and RI1)
- c) Teachers will also develop collaborative lessons that incorporate oral and written skills needed to read information texts with understanding.
- d) Teachers meet weekly in department teams to assess student work and plan lessons that demand evidence to support a claim.
- e) Teachers meet bi-weekly in department teams to develop a rubric to assess the use of evidence to support a claim.
- f) Begin to Revise scope and sequence for all core content classes, with specific focus on Social Studies, ELA and Science, through the revision of Cycle 3 Proficiency Targets (aka curriculum maps) to incorporate CCLS and tasks while also addressing literacy and remediation needs of students who are historically truant and out of school youth.
- g) By the end of Cycle 3 (June of 2012) each teacher in ELA, Science and Social Studies will have created a Core Content aligned course of study with at

least one embedded performance task. At the end of the cycle, at least 80% of the students with 80% attendance in each class will demonstrate progress in the “use of evidence in writing arguments” and “reading for understanding information texts” area of the rubric developed by teachers (pre-assessment to post-assessment).

- h) By the end of Cycle 3 each Mathematics teacher will have created a Core Content aligned course of study with at least one embedded performance task. At the end of the cycle, at least 80% of the students with 80% attendance in each class will complete at least one mathematics task that requires them to “demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution” as per the rubric developed by teachers (pre-assessment to post-assessment).
- i) Copies of teacher-developed courses of study including 4 “benchmark” units with at least one embedded tasks and corresponding rubric (used for pre- and post-assessments) that are aligned to the Common Core standards will be produced. Proficiency Targets, Units, Tasks and Rubric will be provided as evidence along with samples of student work.

Strategies to increase parental involvement

- Parent –teacher conferences will take place 4 times each cycle (at the end of each grading period or “benchmark” assessment) in order to increase parent understanding of and involvement in the educational process
- Continuous outreach will be conducted to parents reiterating our “open door” policy and our willingness to meet with parents at times that are convenient to them (early morning and late evening hours)
- Workshops will be offered to parents on the Core Content Standards, graduation requirements and college and career access.

Strategies for attracting Highly Qualified Teachers (HQT)

- SBCHS works closely with New Visions and our CFN network to recruit talented instructional staff. We rely heavily on their recruitment efforts and linkages with colleges, Teach for America and Teaching Fellows to attract Highly Qualified Teachers.

Service and program coordination

- The school is partnered with Good Shepherd Services and is a transfer school for students who are over-age and under-credited, have previously dropped out of school and who may have family responsibilities. Leadership of the school is shared between the Principal and a Director employed by Good Shepherd Services. The program is non-traditional in that there is a rolling admissions policy throughout the calendar year and students may graduate when they have met their credit requirements at the end of any of the four instructional cycles (3 cycles during the school year + a summer session). The program accommodates accelerated credit accrual, which allows students to earn up to eighteen credits during the academic year and an additional six during the summer.

Budget and resources alignment

- Human resources during extended time as well as monies allocated to New Visions PSO fund our LDF who is used as a coach to assist teachers in becoming well versed in the CCLS and in designing tasks and units that incorporate the CCLS. In addition, an F-Status teacher /coach will be paid through a combination of Fair Student Funding and SINI Grant funding sources. Professional instructional materials to support curriculum development during the school day. Consumable instructional materials for use during extended day programs. Additional time for teacher professional development and for writing new and revising and improving existing curricula to incorporate the CCLS, as well as differentiated professional development will also be funded through ARRA RTTT Citywide Instructional Expectation Funding as needed (no more than 11 hrs/week). NYSTL monies will be allocated for the improvement of classroom libraries to incorporate non-fiction, texts that are aligned with and support the implementation of the CCLS. Consumable instructional materials will be utilized

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- By June 2012, the ability of staff members to prevent disciplinary problems and develop a positive, collaborative classroom and school culture that is conducive to academic achievement will improve as evidenced by a 5% decrease in the number of suspensions based on classroom incidents from the previous school year.

Comprehensive needs assessment

- A review of school statistics from the 2010-2011 school year revealed a need to decrease the number of school wide disciplinary incidents.
- Student and Staff surveys indicated that safety and security were ongoing concerns.
- Insubordination and failure to comply with the DOE Code of Conduct was revealed as problematic by school staff and students like.
- The learning environment survey revealed that students felt that discipline was inconsistent and unfair in the school.

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) By June 2012, 50% of all teachers will operationalize Talent Management Pilot competency 2d: Managing Student Behavior.
 - b) Number of suspensions based on classroom incidents will decrease by 5% from last school year.
 - c) 100% of Teachers will be trained on the Talent Management Rubric (2b) by the end of November 2011.
 - d) Teachers will be provided with actionable feedback on each of the elements of this component: student expectations; monitoring behavior and response to behavior via informal and formal observations and through peer intervisitations.
 - e) Teachers will develop, with support from RAMAPO staff developers, coherent in-room policies that manage low-level infractions such as hat wearing, cell phone use, disrespectful tone and minor instances of insubordination.
 - f) Total number of suspensions based on classroom incidents will decrease by 5% from school year 2010-2011 to 2011-2012.
 - g) Number of advocate counselor and administrative behavior interventions will decrease, as evidences by counselor logs and anecdotes.
 - h) Number of observable low-level infractions (hats, cell phones, minor insubordination) that are not addressed by teachers during observations and walkthroughs will improve as evidenced by examination of written feedback given to teachers following classroom visits.

Strategies to increase parental involvement

- Parent –teacher conferences will take place 4 times each cycle (at the end of each grading period or “benchmark” assessment) in order to increase parent understanding of and involvement in the educational process
- Continuous outreach will be conducted to parents reiterating our “open door” policy and our willingness to meet with parents at times that are convenient to them (early morning and late evening hours)
- Workshops will be offered to parents on the Department of Education Code of Conduct and around school norms and expectations.

Strategies for attracting Highly Qualified Teachers (HQT)

- SBCHS works closely with New Visions and our CFN network to recruit talented instructional staff. We rely heavily on their recruitment efforts and linkages with colleges, Teach for America and Teaching Fellows to attract Highly Qualified Teachers.

Service and program coordination

- The school is partnered with Good Shepherd Services and is a transfer school for students who are over-age and under-credited, have previously dropped out of school and who may have family responsibilities. Leadership of the school is shared between the Principal and a Director employed by Good Shepherd Services. The program is non-traditional in that there is a rolling admissions policy throughout the calendar year and students may graduate when they have met their credit requirements at the end of any of the four instructional cycles (3 cycles during the school year + a summer session). The program accommodates accelerated credit accrual, which allows students to earn up to eighteen credits during the academic year and an additional six during the summer.

Budget and resources alignment

- Monies allocated to the DOE sponsored Teacher Effectiveness Pilot will be utilized to support teacher per-session work on this endeavor. This funding comes from central in the amount of \$2500. Additional funding for per-session training will be allocated as needed via fair student funding. The Teacher Effectiveness coach is funded centrally by DOE. Fair Student Funding will be utilized to fund additional per-session training as needed for staff. RAMAPO Coaching will consist of 12 full day coaching sessions involving 5 teachers at a cost of approximately \$15,600 and will be paid for by Fair Student Funding. Consumable instructional materials for use during extended day programs and professional materials to support curriculum development during the regular school day.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- By June 2012, SBCHS will improve college readiness through the implementation of CUNY's "At Home in College Program". 50% of all students who are enrolled in the CUNY "At Home and College" program (approx 15 students) will re-take their ELA Regents Exam and raise their Regents score to at least a 75, which will waive the CUNY remediation requirement for these students.

Comprehensive needs assessment

- Our involvement in this program is in response to the fact that many of our graduates who are accepted to college are tracked for remedial classes because they do not have the skills needed to be matriculated into core college classes. This is in part because their Regents exam scores are not high enough. This negatively impacts college costs and puts students at higher risk of dropping out of college.

Instructional strategies/activities

- a) One ELA teacher will be trained by CUNY to teach "At Home and College" at SBCHS. This teacher will pilot the program and work to train other teachers in order to expand the program into Math classes in the 2012-2013 school year.
- b) Beginning in Cycle 2, current course offerings will be revised to incorporate "At Home and College" classes.
- c) Identify and enroll eligible students (students who scored between 55 and 74 on the ELA Regents exam and have 5-7 ELA credits).

Strategies to increase parental involvement

- Parent-teacher conferences will take place 4 times each cycle (at the end of each grading period or "benchmark" assessment) in order to increase parent understanding of and involvement in the educational process
- Continuous outreach will be conducted to parents reiterating our "open door" policy and our willingness to meet with parents at times that are convenient to them (early morning and late evening hours)
- Workshops will be offered to parents on the CUNY entrance requirements and the benefits of having their Student enrolled in "At Home and College",

Strategies for attracting Highly Qualified Teachers (HQT)

- SBCHS works closely with New Visions and our CFN network to recruit talented instructional staff. We rely heavily on their recruitment efforts and linkages with colleges, Teach for America and Teaching Fellows to attract Highly Qualified Teachers.
- The "At Home and College" teacher will undergo comprehensive training by CUNY professors and structures are in place through CUNY to have teachers involved in the program working closely with CUNY professors to understand what it means to be a well qualified teacher of college level courses.

Service and program coordination

- The school is partnered with Good Shepherd Services and is a transfer school for students who are over-age and under-credited, have previously dropped out of school and who may have family responsibilities. Leadership of the school is shared between the Principal and a Director employed by Good Shepherd Services. The program is non-traditional in that there is a rolling admissions policy throughout the calendar year and students may graduate when they have met their credit requirements at the end of any of the four instructional cycles (3 cycles during the school year + a summer session). The program accommodates accelerated credit accrual, which allows students to earn up to eighteen credits during the academic year and an additional six during the summer.

- Teacher participants will be attending ongoing meetings and training through CUNY. These include meetings at CUNY campuses as well as school site visits by CUNY program coordinators and trainers.

Budget and resources alignment

- Grant monies provided by CUNY will fund this program. In addition, our SINI Grant monies will be utilized in part to pay for PLATO learning, which has ELA Regents test prep components and will be made available to students in this program who wish to practice for the ELA Regents Exam outside of the school day. Approximately 5 full PLATO licenses will be purchased at a cost of approximately \$960/license. NYSTL monies will be allocated for the improvement of classroom libraries to support the reading component of this ELA class. Consumable instructional materials for use during extended day programs and professional materials to support curriculum development during the regular school day.

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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	3	6	4	8				
10	11	12	14	12				
11	19	16	7	24				
12	18	11	10	16				

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
ELA	Students who are performing below high school level or who have failed the ELA Regents are identified by teachers and counselors. Several levels of assistance are available. Identified students may be scheduled for after school one on one tutoring with a teacher from our school or from a contracted tutoring service. All teachers are available twice weekly in a drop-in format to provide students with individual help. A targeted, very small writing class is scheduled during the school day for students who are in greatest need. All student progress is monitored by staff in monthly conferencing sessions.
Mathematics	As above, - One on one tutoring - Twice weekly drop-in assistance - Monitoring in monthly conferencing sessions
Science	As above, - One on one tutoring - Twice weekly drop-in assistance - Monitoring in monthly conferencing sessions
Social Studies	As above, - One on one tutoring - Twice weekly drop-in assistance - Monitoring in monthly conferencing sessions

<p>At-risk Services provided by the Guidance Counselor</p>	<p>As in our other interventions, there are several levels of counseling intervention for our students. The most basic, and most important, is the relationship of the student and the counselor from our community based organization, Good Shepherd Services. Students meet weekly with their counselors, who monitor attendance, contact parents and provide a critical first line of intervention for our students' social and emotional needs. In addition, students meet with their Good Shepherd counselors twice a week in group sessions, examining situations common to them all, including post high school planning, overcoming roadblocks they encounter in completing school and academic planning. The next level of counseling is the referral to Good Shepherd Services for individual or family counseling for those youngsters in need of more intensive intervention.</p> <p>For our students with Individual Educational Plans, a Department of Education counselor meets with those mandated for counseling once a week as delineated on their Imp's.</p> <p>In addition, all of our guidance counselors are involved in the identification and monitoring processes that determine academic scheduling and interventions.</p>
<p>At-risk Services provided by the School Psychologist</p>	
<p>At-risk Services provided by the Social Worker</p>	
<p>At-risk Health-related Services</p>	

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.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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;
- 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;
- 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;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department 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: 15K698

School Name: South Brooklyn Community High School

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: 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 Comprehensive

Intervention: 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.

The Quality Review Report of 2009-2010 included specific actions to be taken for improvement related to differentiation of instruction, individualized professional development, and analysis of data. Differentiation of instruction should include strategies for levels of ability with special attention given to the higher functioning students. Individualized professional development plans should be developed with measurable goals to be assessed at key intervals throughout the school year. The schools data system should be expanded to address the analysis of for a broader range of student subgroups, so that school wide trends are more deeply explored and measurable goals set.

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.

The school did not meet AYP in ELA and Mathematics for all student groups. The graduation rate was 17% and the progress target was 24%. The overall accountability status taken from the school report card in Mathematics is in good standing. Science achievement and the Graduation rate are evaluated as Basic in Improvement Year 2. ELA is assessed at the level of Corrective Action Year 1 Comprehensive. Building literacy skills across the content areas will be used to improve student learning in all subjects with special emphasis given to ELA instruction. Common planning periods will be used to focus on the study of literacy skills using professional texts within the protocol of professional learning communities such as Focus, by Mike Schmoker, and the Skillful Teacher by Jon Saphir. A weekly focus will be used to frame instructional walk-throughs as well as formal and informal classroom observations. Guided teacher inter-visitations will also follow the literacy focus which will be introduced in weekly principal newsletters, and discussed at each professional development session. Additional consultants will be used to conduct workshops on literacy and meet with teachers individually to guide their progress.

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.

We have found that intensive study over an extended period of time gives teachers the quality time required to move their practice. To that end we will conduct a five day intensive academy on using literacy skills across the curriculum for all teachers. This academy will give teachers the opportunity to identify the literacy skills, design instruction around the new learning, and discuss the use of these strategies with their colleagues in other subject areas. Each teacher would leave the academy with a completed series of instructional strategies which they use in the classroom. The AUSSIE educational consulting group will be used to conduct the workshops for the professional academy.

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

The teacher mentoring program to be used at our school will focus on the constructs of the New Teacher Center Mentor Program. Experienced teachers would work with a trained mentor to develop the mentoring skills and procedures to be put in place to support a teaching professional. Each mentor will receive a Mentor's Handbook containing the documents, instructional strategies, classroom management, learning styles, differentiation of instruction, goal setting, self assessment, and protocols to be used when speaking with a teacher, observing practice, providing appropriate feedback, and maintaining accurate records. Specific time will be provided in the teachers' schedules to allow for regular planning time, and discussions after instruction.

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.

Parents will be notified through regularly scheduled meetings of the Parents Association. The principal will hold informal breakfast and lunch meetings to explain the school's status and actions that will be taken to improve the schools performance and outline what parents can do to support their children. Phone calls will be made in English as well as Spanish and other identified languages. A multilingual parent newsletter will be distributed to parents to keep them informed of school programs and improvement initiatives. The services of Good Shepherd will be used to support this initiative.

**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 Alexis Penzell	District 15	Borough Brooklyn	School Number 698
School Name type here			

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

Principal Jean Burke Foley	Assistant Principal N/A
Coach N/A	Coach N/A
ESL Teacher N/A	Guidance Counselor Jonathan Roberts
Teacher/Subject Area Elaine Ciccione / English	Parent Eileen Lada
Teacher/Subject Area Wayne Embacher/SpEd	Parent Coordinator John Foley-Murphy
Related Service Provider n/a	Other
Network Leader Alexis Penzel	Other

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

D. School Demographics

Total number of students in school	150	Total Number of ELLs	3	ELLs as share of total student population (%)	2.00%
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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. 

South Brooklyn Community High School is a transfer school for the New York City Department of Education, so the HLIS is never a requirement. We identify our students from their results on the Lab or previous year's NYSESLAT examinations. Each of our students is assigned a Good Shepherd Services counselor on admission (each counselor has a caseload of 25 students). That counselor is the primary contact person with parents of our 16 - 21 year old students. Parents of students with ESL requirements are notified by the counselor, in the language of the student, in our case only Spanish for the past 5 years, of the student's eligibility and what our offerings are. This is done within the first 40 days from admission. We do not have a formal ESL program. Our students in need of academic intervention for all reasons are served under our team teaching and tutoring intervention model. All students in need of intervention, regardless of cause, are served by our intervention team, which draws up individual plans for each student and ensures that the plans are implemented. Our ELL students are generally students who are very conversant in English as well as their native language, but are suffering from deficits in background information, vocabulary and reading and math proficiency. Some of this may be from language difficulty, but the response to intervention, in our experience, parallels that of our non-ELL students who have similar deficits. Parents are kept informed at least monthly through contacts from the Good Shepherd Services counselor assigned to each student. Most counselors are bi-lingual, but translators are readily available for those who are not. Parents of our ELL students are made aware at intake that we offer no traditional ELL programs, and are informed of our intervention offerings. Since they know from our reputation that we will work closely with them to ensure that their child will graduate from high school and their student has been unsuccessful in a traditional setting, with traditional services, they are adamant that they want their student enrolled at SBCHS. We ensure that they are in favor of the intervention we offer.

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" 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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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							3		2		3
Total	0	0	0	0	0	0	3	0	2		3

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

C. Home Language Breakdown and ELL Programs

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

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish			2				1		3	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	2	0	0	0	1	0	3	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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											2		1	3
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	2	0	1	3									

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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 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?

As noted above, our services for our ELL students are folded into our Academic Intervention students. We use case conferencing, team teaching and push in models to serve our intervention students. An individual plan is made for each student for each cycle and is reviewed bi-weekly to ensure that students are receiving needed assistance to achieve their educational goals. Most of our classes are heterogeneous and ungraded, except in those high school classes that are sequential, like Math, in which only the most proficient students are offered courses beyond the minimum high school requirements. All of our students come to us over aged and under credited. All of

A. Programming and Scheduling Information

our ELL students are long term ELL students, whose difficulties are related to academic needs. Our ELL students with special needs are served through our intervention services and our co-teacher program. Those in need of special test conditions, such as extended time and special location for testing are identified on the Individual Education Plan or through the 504 process.

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	n/a			
Social Studies:	n/a			
Math:	n/a			
Science:	n/a			

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

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	Page 27
75%	
50%	
25%	

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; list ELL subgroups if necessary)?
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?

South Brooklyn Community offers tutoring, team teaching and classroom support services for ELL students. Our team teaching services are limited to ELA and mathematics, with a second teacher in each classroom containing our targeted population to receive the support they need to become proficient in the skills they need to be successful in passing the Regents' examinations needed for graduation from high school. In addition, we offer an after-school credit recovery and a last period tutoring to all students in need of support. Our ELL students fall well within the range of students we attract, so no specific programs are needed to ensure their integration into the mainstream of the school. They are a part of our student council and intramural sport programs, as well as the various club and special events offered. All of our ELL students are 6+ year students, with English skills that equal or exceed their native language skills. Most are literate only in English, although, with language instruction, many perform well on the Spanish Regents; and are encouraged to take part in the preparation and execution of the native language Regents exams, in part to allow for a much-needed feeling of success, since many of the Regents' exams are very difficult for them and must be taken repeatedly before success is achieved.

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)?

N/A

D. Professional Development and Support for School Staff

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

N/A

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?

South Brooklyn Community High School requires each applicant to our school to have a parent sponsor who agrees to work in partnership with us to ensure that their students graduates. be a partner with their older children in achieving the educational level aspired to, in the case of our students, starting with a high school diploma. Our students are assigned a Good Shepherd Services counselor on admission. In addition, an academic counselor is provided as part of the IEP, ELL and 504 support to ensure that all parents and students are aware of the strengths and challenges that their children have achieved or are facing. Our CBO provides for ongoing support for both parents and students in achieving their goals.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

All of our students participate in taking the Regents examinations, and as such, take diagnostic and predictive interim assessments. Students work with support teachers (literacy and special education) to work on need areas in preparation for the examinations and classwork. There are only three students identified as ELL at our school and it is possible to provide one-on-one services at this time. The great majority of our students struggle with Regents' examinations and this is no different for our students who are currently entitled to ESL services. We closely monitor our ELLs and keep tabs on their academic needs, as we monitor all of our students, and provide timely intervention and support around both school benchmark exams and around standardized tests. Our ELL who is in 12th grade will be graduating in June and, although he is still testing at the advanced level on the NYSESLAT, he has passed the ELA and is now doing intensive work in math to meet graduation requirements and to also pass the Algebra Regents. The our other two ELLs are bilingual and have literacy issues in both Spanish and English, with their English skills being the stronger of the two, which calls into question their very status as ELLs. These students are long-term, complicated ELLs who have been truant and out of school. Their academic difficulties stem more from the large gaps that they have in their education rather than from second language interference. Success for all of our students is measured by via successful benchmark results, passing their courses and, of course, receiving a local or Regents' high school diploma.

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.

It is important to recognize that our population consists solely of students who have not been successful in a traditional academic setting. For our ELLs, this means that they were in schools with traditional ESL programs, which are supposed to be designed to meet their academic needs, but did not and our students dropped out as a result. In the 10 years that our school has been operating, we have learned that our students who are still entitled are best served by literacy specialists. This approach has been successful and our entitled students graduate at the same or higher rate as the rest of our population.

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jean Burke Foley	Principal		12/1/11
N/A	Assistant Principal		12/1/11
John Foley-Murphy	Parent Coordinator		12/1/11
N/A	ESL Teacher		1/1/01
Eileen Lada	Parent		12/1/11
Wayne Embacher	Teacher/Subject Area		12/1/11
Elaine Ciccione	Teacher/Subject Area		12/1/11
N/A	Coach		1/1/01
N/A	Coach		1/1/01
Jonathan Roberts	Guidance Counselor		12/1/11
Alexis Penzell	Network Leader		12/1/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **15K698** School Name: **South Brooklyn Community HS**

Cluster: _____ Network: **563**

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

Part A: Needs Assessment Findings

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

Most parents in our school speak either English or Spanish or both. Our Principal, Assistant Director, College Coordinator, the GSS office secretary and two advocate counselors are all fluent in written/spoken Spanish, and provide parents with translations of school communications. In addition, during our school intake process, students whose parents only speak or prefer to communicate in Spanish have been matched with an advocate counselor who is Spanish speaking. All communications sent home are automatically send home in both English and in Spanish. We translate all materials in house at present. Should the need arise for a translation other than Spanish, we will utilize DOE translation services.

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.

We automatically send all communications to parents in both English and in Spanish. Since we know each of our parents personally, we know who the parents are who only speak Spanish or who are more comfortable conducting meetings and conferences in Spanish. A students' advocate counselor will organize any translation that is needed between parents and staff members. The school community is well-versed in this policy.

Part B: Strategies and Activities

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

We automatically send all communications to parents in both English and in Spanish. We write all correspondence in both languages as a matter of course. Should parents need assistance with school paperwork, college applications or financial aid, we can provide assistance with translation on very short notice given the number of staff who are also bilingual.

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.

Interpretation is also done in house. When appropriate, we have used the translation services provided by the DOE.

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>.

Parent translation needs are assessed at student intake and, if necessary, students are placed in the group of a Spanish speaking Advocate Counselor (who is the primary contact between the school and the home). To date we have not had other language barriers to contend with. Should other language needs arise, we would notify parents of the Chancellors Regulation and devise a plan to provide translation and interpretation as needed at the time of student intake.

