



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 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	
Casey Munz	*UFT Chapter Leader or Designee	
Julia Wolfe	*PA/PTA President or Designated Co-President	
Melanie Moses	DC 37 Representative, if applicable	
Melsun Fulton	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Cathy Batista	CBO Representative, if applicable	
Celeste Maxwell	Member/UFT/Guidance Counselor	
Joe Collado	Member/Parent	
Jeannette Almodovar	Member/Parent	
Patricia McCann	Member/Parent	
Janan Eways	Member/CSA/Chairperson	
Yolanda Colon	Member/CBO	
Elizabeth Conde	Member/CBO	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

Involve all staff and students in setting an 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 Regents exams. Brooklyn High School for Leadership and Community Service closed out the 2011-2012 academic year with an attendance rate of 65%. As a result, we have implemented a plan to involve all staff and students in improving attendance for the school year 2012-2013 and have prioritized this goal.

Instructional strategies/activities

Activity #1:

- Professional Development: PD was given to review Department of Education and Best Practices on school engagement, attendance outreach and a review of 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 Meetings, 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 (CB) – Supervisor of attendance and counseling team.
- Implementation Timeline: September 2012 through May, 2013.

Activity #2:

- 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.
- End-of-cycle trips are provided as incentives for students who have an average attendance of 85% or higher at the end of each cycle.
- Attendance strategy for 2012-2013: outreach to students from our Peer Attendance Workers. These are enrolled students who have been successful at attendance supporting students who are struggling in providing tips and feedback.
- Advisory celebration on a bi-weekly basis for advisories with the highest attendance.
- School policies were reviewed during the summer of 2012 with feedback from teachers and CBO Staff. Based on this feedback, strategies were discussed in how to support Brooklyn Leadership students in being successful with attendance and provide school staff with more interventions to support our students. These strategies included: having teachers call parents aside from the Advocate Counselors to support student academic success by supporting intervention to support daily attendance. Levels of behavioral interventions made by guidance counselors, the clinical supervisor and program director to address behavioral/academic issues that have an impact on attendance issues.
- College Incentives:
 - College Night held to acquaint students and parents with opportunities for information, admissions staff, meeting alumni, and the application/financial aid process
 - College Week – opportunities for information, meeting alumni, and the application/financial aid process
 - Overnight college trip – expose students to different environments and different areas of study to help them recognize the best fit for their individual needs

- Targeted Population: All students
- Responsible Staff Members: All staff members participate in ceremony and nominate students for awards.
- Implementation Time Line: September, 2012 – June, 2013

Activity #3:

- 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 previous day, thereby allowing constant attendance monitoring and immediate action to be taken if necessary (for a student to address a new trend).
- Target Population: All students
- Responsible Staff Member: Program Director (CBO)/Supervisor of Attendance
- Implementation Time Line: September, 2012 --- June, 2013

Activity #4:

- Online Referral and Anecdotal System was implemented: We have implemented an online referral system to 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: September, 2012 -- June, 2013

Activity #5:

- 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, 2012– June, 2013

Activity #6:

- 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 at risk or failing a class.
- Target Population: All students and parents/guardians
- Responsible Staff Members: Advocate Counselors and Program Director
- Implementation Time Line: September, 2012– June, 2013

Activity #7:

- 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, 2012 – June, 2013

Activity #8:

- Yearly Transfer School Conferences: CBO - Program Director / CBO Clinical supervisors attends ongoing schools conferences throughout the year facilitated by Eskolta. These meeting are held to address attendance issues in transfer schools and discuss best practices across the board to improve interventions and strategies.
- Target Population: Counseling team members who provide outreach
- Responsible Staff Members: CBO Program Director
- Implementation Time Line: September 2012-June 2013

Activity #9:

- LTW Meeting: Program Director attends ongoing LTW meetings that are facilitated by the Office of Postsecondary Readiness. These meetings address the issues around the at risk youth population and affect on attendance. Transfer school directors discuss best practices and cross program on ideas and initiatives and how to implement and learn from one another.
- Target Population: Counseling team members who provide outreach
- Responsible Staff Members: CBO Program Director
- Implementation Time Line: September 2012-June 2013

Activity #10:

- Guidance Counselor Role: Leadership High School hired a second guidance to specifically work with our lower credited students- 0-12 credits. The strategy was to assign a guidance counselor that could work closely around attendance struggles with these lower credited students whose attendance has affected their credit accrual.
- Target Population: All students with 0-12 credits
- Responsible Staff Members: Guidance Counselor
- Implementation Time Line: September 2012-June 2013

Activity #11:

- College Initiatives: The school has implemented since 2010 the College Bound group that works with seniors and focusing on the college process. This year to expand on the college/postsecondary initiative for students and attendance, Leadership High School organized a school wide college trip to the College of Staten Island to motivate attendance in school earlier in the year. Leadership also implemented our first college week to promote attendance and college activities for all students to engage in and participate in school activities. The school also organized a college tour to Brooklyn College for the low credited students to motivate college readiness and serve as an attendance strategy.
- Target Population: All students
- Responsible Staff Members: All staff participated in the college initiative
- Implementation Time Line: September 2012-June 2013

Activity #12:

- Afterschool Activities: Brooklyn High School for Leadership has implemented afterschool activities to increase student's participation in the school and boost attendance. Statistically we have seen that the more connected students are to the school the higher attendance rate they have. Afterschool programming implemented are; art therapy studio, art group, film class, fitness, basketball, respect for all psycho educational group, literacy, digital foundations, after school internships onsite and substance abuse group.
- Target Population: All students
- Responsible Staff Members: All staff provide/facilitate afterschool services to students
- Implementation Time Line: September 2012-June 2013

Activity #13:

- **Earlier Lunch** – Administrative Staff arranged for the student lunch period to be earlier in an effort to improve attendance. Lunch was moved from 1:46 p.m. to 1:04 p.m.
- **Target Population:** All students
- **Responsible Staff:** Administrative Team
- **Implementation Time Line:** September 2012-June 2013

Strategies to increase parental involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- Facilitated Parent Orientation (September 25, 2012) 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 12/20/12 to provide an overview of the Title 1 Program in this school. We also distributed Title 1 information at parent orientation night; discussed title one funding on during the 11/15 PTA meeting
- Parents were introduced to ARIS link on 10/25 in an effort to ensure they have accurate and current access to student progress in this school.
- Parent Handbooks were created and issued to all guardians to ensure all school members have access to relevant policies, procedures and school guideline on 10/25
- 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.

Budget and resources alignment

Indicate your school’s Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

Select the fund source(s) that your school is using to support the instructional goal.

 x Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). Brooklyn High School for Leadership and Community Service is a transfer school that works in partnership with the Community Based Organization, Brooklyn Community Services. As such, the school contracts Brooklyn Community Services as a vendor to support our students, and subsequently, our goals as a school. Much of the CBO’s work is focused around student attendance. For instance Advocate Counselors are the primary contact for all students. Each counselor has a caseload of approximately 36 students for which they are responsible for case management; tracking attendance is a large part of that case management. Advocate Counselors serve as the gatekeeper of individual student attendance and take official attendance each day. Upon enrollment Advocate Counselors engage each student in developing an Academic Plan that includes an emphasis on strong, consistent attendance as well as arriving on time and remaining in

school all day (no late arrival or leaving early).

The CBO partnership employs a Learn to Work (LTW) coordinator who oversees an internship program that provides students with paid internships throughout the community. Small businesses, various afterschool programs in schools within the community, as well as Brooklyn Community Services, 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.

To further support this goal, the school, and our students, this year we have hired another guidance counselor, an addition to the one we have had on staff since the school's opening. We have also hired two special education teachers. The guidance department works closely with our CBO partner and serves as another support system for our students. The credit accrual plan and improving attendance were two primary reasons for hiring a second guidance counselor. Additionally, we have a community assistant on staff whose main responsibility is to run attendance data and daily reports for the CBO as well as the whole school staff. The community assistance continually keep[s] the staff informed with the most current attendance data.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

Access for Learners:

To have access for all learners and to differentiate the material in order to allow SWD/ELL students to complete the same tasks as general education students in accordance with Chancellor Walcott's city-wide instructional expectations

Comprehensive needs assessment

According to the 2012 special education reform, SWD/ELL students need to be held to the same standards as general education students. However, some SWD/ELL students need to have the material differentiated in order to provide them with the necessary supports needed to complete the same tasks and assessments as general education students. Therefore, by differentiating the material and how the lesson is taught, the SWD/ELL students will be able to understand the material and complete the same tasks/assessments as the general education students.

Instructional strategies/activities:

A) In order to encompass the needs of identified student subgroups, the following actions will take place:

1. The special education team will facilitate professional development for the teachers around the following:

- A Universal Design for Learning mindset when planning instructional supports. Teachers received instruction on the UDL lesson template and how to modify content, activities, and assessments to allow access to ALL learners
- Testing accommodations for Students with Disabilities and English Language Learners. Teachers discussed the individual needs of SWDs/ELLs with regards to the Regents Examinations to ensure the support of each student.
- During professional development sessions, special education teachers assisted in the writing of Common Core-aligned curriculum with general education teachers. Where appropriate, the Special Ed teachers revised existing curriculum
- The SIT team provided training for whole staff around access to SESIS information/data so as to help counselors and general education teachers understand the needs/accommodations for each student

2. The SIT (School Implementation Team) will meet on a regular basis to discuss progress of SWDs and plan for training/interventions when appropriate

3. During speed conferencing sessions, teachers and counselors will receive updated information from SWDs/ELLs from the Special Education Team on current classroom data and meet/discuss to create plans of action and set goals that address the individual student needs for success

4. Teacher schedules will allow for an increase in team teaching situations so as to support identified student subgroups. The special education teachers grade Benchmark assessments alongside the general education teachers so as to evaluate the effectiveness of UDL strategies and make curriculum adjustments accordingly.

5. Members of the SIT team will attend trainings throughout the year from the school's Children First Network (CFN). Trainings will cover the following topics to as to best inform the special education team and support the student subgroups:

- How to best utilize SESIS
- Key factors of an IEP – accommodations, goals, background
- UDL-based strategies for helping students reach the academic goals on their IEP
- Understanding the DOE Special Education reform and how it will benefit individual students
- How DOE reform will impact instruction school climate/classroom instruction
- How to write quality IEPs
- Response to Intervention(RTIs) and Positive Behavioral Interventions (PBIs) – what they are, how to implement, possible interventions, and rewards systems
- Universal Design for Learning (UDL) and how to differentiate instruction of content, process, and product

- Integrated Co-Teaching (ICT) – their importance, strategies for success and flexible scheduling

6. Extracurricular Opportunities to provide extra support ALL learners

- College Week – opportunities for information, meeting alumni, and the application/financial aid process
- Overnight college trip – expose students to different environments and different areas of study to help them recognize the best fit for their individual needs
- Tutoring opportunities – teacher tutors are available to all students for one-on-one support before school, during lunch, and after school
- Dig/ It course after school – students will have opportunities to learn how to learn online, acquire digital skills, and prepare themselves for educational and employment opportunities after high school
- Art therapy during the school day and art courses during and after school – students may participate in creative expression to help them tackle anxiety and anger issues that may be impeding their success in school.

B) Key personnel and other resources:

- Amy Demarco and Mattijs Limberger – Special Education team
- Phyllis Mignone – SWD/ELL instructional lead
- Janan Eways – coordination of all PDs, both onsite and offsite, SIT team, in-school intervention meetings
- Children First Network (CFN) – facilitate trainings around Special Education Reform

C) Teachers will be given the opportunity to make decisions on the use of assessments and effectiveness of strategies and activities in the following ways:

- Weekly professional development meetings – to collectively discuss/create benchmark assessments
- Weekly department meetings – to analyze classroom data of identified student subgroups and adjust curriculum/assessments accordingly
- Department inquiry projects – create targeted instructional supports to support the success of ALL learners around the common benchmark assessments

D) Timeline for Implementation:

September 2012

- Teachers receive professional development around UDL-strategies and lessons
- Special ed team begins assisting the general ed team in the writing of curriculum/creation of assessments
- Implement tutoring schedule for teachers and students
- Begin Dig/It and Art courses
- SIT team begins to meet

October 2012 –

- Teachers attend first CFN training
- The SIT team provided training for whole staff around access to SESIS information/data so as to help counselors and general education teachers understand the needs/accommodations for each student
- During speed conferencing sessions, teachers and counselors will receive updated information from SWDs/ELLs from the Special Education Team on current classroom data and meet/discuss to create plans of action and set goals that address the individual student needs for success

December 2012 –

- Teachers attend second CFN training

January 2013

- College week January 7th – 11th

By the End of Cycle 2 (3-12-2013) -

- Teachers attend third CFN training
- Teachers continue to receive professional development around UDL-strategies and lessons
- Special ed team continues assisting the general ed team in the writing of curriculum/creation of assessments
- tutoring continues for teachers and students
- Dig/It and Art courses continue

- SIT team continues to meet

By the End of Cycle 3 (6-11-2013)

- Overnight college trip
- Teachers attend CFN trainings 4-6 (April 5th, May 3rd, June 6th)
- Again, during speed conferencing sessions, teachers and counselors will receive updated information from SWDs/ELLs from the Special Education Team on current classroom data and meet/discuss to create plans of action and set goals that address the individual student needs for success
- Special Ed team, general ed teachers, and counselors reflect on the effectiveness of strategies/activities/steps-taken and adjust goals as appropriate

Strategies to increase parental involvement

- Parent Night (September 25, 2012) 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.
- Parents of SWD will participate in their child’s IEP meeting in order to determine the best program and classes that will benefit their child.
- College Night held to acquaint students AND parents with opportunities for information, admissions staff, meeting alumni, and the application/financial aid process
- Parent Coordinator is also a social worker

Budget and resources alignment

- Indicate your school’s Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- New hires: this year we hired an additional special education teacher, an additional English Teacher, an additional Science teacher as well as an art teacher to further instructional goals across the curriculum
- Smaller class size
- In increase in team teaching classes

- Weekly professional development sessions that focus on common core
- Offsite PD opportunities such as the Common Core Institute Black Belt training; SESIS training; Common Core Institute Workshop; United Nations Film Workshop; Art of Teaching Dance, Music, Theater and Visual Arts; Robotics Workshop; Citywide Expectations and Social Students/Humanities
- Weekly departmental meetings in which student data is analyzed
- Weekly speed conferencing in which student data is shared and discussed with the whole staff
- Summer per-session to teachers for development of curriculum that is engaging and that is aligned to the Common Core Learning Standards.
- 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.
 - 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.
 - 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.
 - Apex learning – accredited online coursework in which students earn credits through blended learning
 - Digital Literacy courses- interdisciplinary English coursework that is taught through technology. Students receive a free laptop at the course’s end
 - After school English through film course
- Contracts and partnerships with outside organization such as Educational Video Center (EVC) , The Connected Foundation , Down Town Community Television

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

Curriculum:

Two units in Math, Literacy, Social Studies and Science (8 units in MS/HS) **Inclusion of Speaking and Listening Standard 1 and Language Standard 6** in accordance with addressing Chancellor Walcott's city-wide instructional expectations

Comprehensive needs assessment

Per the Chancellor's city-wide instructional expectations, "In grades 6-12, students will experience eight Common Core-aligned units of study: two in math, two in ELA, two in social studies, and two in science. Ideally, all teachers in these subjects will implement Common Core-aligned units, but principals have the discretion to select the teachers, courses, and number of units to meet this expectation (see implementation guidance). Each unit will provide points of access for all students and culminate in a performance task aligned to the Common Core. Schools may choose to upgrade existing units, engaging in cycles of inquiry and looking closely at student work to make adjustments to curriculum, assessment, and instruction."

Instructional strategies/activities

A) In order to encompass the needs of identified student subgroups, teachers will receive professional development around:

- using a UDL-approach to lesson writing/instructional materials that are also aligned to the Common Core
- considering the instructional shifts of the Common Core Standards
- eliciting acceptable evidence of mastery of the Common Core Standards through setting instructional aims and skill-targeted student feedback
- designing and implementing Common Core-aligned units through the use of Understanding by Design
- utilizing key instructional practices that will adapt already existing curriculum units to align to the Common Core

B) Common Core Instructional Coach/Common Core Fellow – Sarah Finley (ELA)

Common Core Fellow – Jay Finklestein (Social Studies)

Department Leads – Phyllis Mignone, Greg Ziman, Casey Munz

C) Teachers are included in decision-making about assessments to evaluate the effectiveness of strategies/activities through:

- creation of bi-weekly benchmark exams
- benchmark Data Analysis (in Departments) to identify needed adjustments to curriculum and instruction
- department Inquiry Projects to identify areas of strength and weakness in student work/target specific skill needs of student subgroups

D) Timeline for Implementation:

End of Cycle 1 (12-4-2012)

- Teachers complete a Common-Core Aligned Understanding by Design curriculum for one course (including Focus Standards, Essential Questions, Enduring Understandings, Curriculum Map, Acceptable Evidence Assessment Outline)
- Departments complete an inquiry project in which they identify an area of skill deficiency (according to data/Common Core expectations), choose focus students, create targeted lesson to address the skill needs of the focus students, discuss and analyze student work and finally make curricular adjustments accordingly.

End of Cycle 2 (3-12-2012)

- Teachers complete a new Common-Core Aligned Understanding by Design curriculum for one course with a focus on integrating complex texts into instruction (including Focus Standards, Essential Questions, Enduring Understandings, Curriculum Map, Acceptable Evidence Assessment Outline, One Complex Text with strategies used) or teachers revise their existing UbD curriculum according to data/student work from the previous Cycle.
- Departments complete an inquiry project in which they identify a new area of skill deficiency or revise their previous inquiry goal (according to Regents data/Common Core expectations/classroom data), choose focus students, create targeted lesson to address the skill needs of the focus students, discuss and analyze student work, and finally make curricular adjustments accordingly.

End of Cycle 3 (6-11-2013)

- Teachers complete a *new* Common-Core Aligned Understanding by Design curriculum for one course with a focus on integrating complex texts into the course and *the instructional supports that allow ALL students to access the complex texts* or teachers *revise their existing* UbD curriculum according to data/student work from the previous Cycle. Curriculum unit should include Focus Standards, Essential Questions, Enduring Understandings, Curriculum Map, Acceptable Evidence Assessment Outline, Complex Texts, and *UDL-based instructional supports for scaffolding complex texts*.
- Departments complete an inquiry project in which they identify a *new area of skill deficiency* or *revise their previous inquiry goal* (according to Regents data/Common Core expectations/classroom data), choose focus students, create targeted lessons to address the skill needs of the focus students, discuss and analyze student work, make curricular adjustments accordingly, and finally *reflect on the instructional strategies that were most useful in supporting students around the Common Core State Standards*.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Parent Night (September 25, 2012) 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.

Budget and resources alignment

- Indicate your school's Title I status: x School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 x Tax Levy x Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- New hires: this year we hired an additional special education teacher, an additional English Teacher, an additional Science teacher as well as an art teacher to further instructional goals across the curriculum

- Smaller class size
- In increase in team teaching classes
- Weekly professional development sessions that focus on common core
- Offsite PD opportunities such as the Common Core Institute Black Belt training; SESIS training; Common Core Institute Workshop; United Nations Film Workshop; Art of Teaching Dance, Music, Theater and Visual Arts; Robotics Workshop; Citywide Expectations and Social Students/Humanities
- Weekly departmental meetings in which student data is analyzed
- Weekly speed conferencing in which student data is shared and discussed with the whole staff
- Summer per-session to teachers for development of curriculum that is engaging and that is aligned to the Common Core Learning Standards.
- 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.
 - 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.
 - 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.
 - Apex learning – accredited online coursework in which students earn credits through blended learning
 - Digital Literacy courses- interdisciplinary English coursework that is taught through technology. Students receive a free laptop at the course’s end
 - After school English through film course
- Contracts and partnerships with outside organization such as Educational Video Center (EVC) , The Connected Foundation , Down Town Community Television

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

Teacher Effectiveness:

Make deliberate connections between the change in teacher practice and improvement in student work. Suggested focus on **1e (planning for instruction), 3b (questioning and discussion) and 3d (assessment)** in accordance with addressing Chancellor Walcott's city-wide instructional expectations

Comprehensive needs assessment

Per the Chancellor's city-wide instructional expectations, "Schools will select competencies relevant to teachers' developmental needs and that most support implementation of the Common Core standards. While schools have discretion, they should consider:

Designing coherent instruction (1e); Using questioning and discussion techniques (3b); Using assessment in instruction (3d)"

Instructional strategies/activities

A) In order to encompass the needs of identified student subgroups, teachers will participate in a professional development cycle where they will:

- Regularly review student data/work to determine areas of skill needs
- Identify the skill needs that are the most essential to Common Core alignment
- Identify focus students from student subgroups that would most benefit from instructional support
- Carefully design and utilize assessments that will measure student competency around the standards
- Discuss and Create within departments a plan with targeted support lessons and scaffolds to address the skill requirements of the assessments/CCSS
- Analyze student work/assessments – Question and discuss the effectiveness of changes in practice/attempted instructional supports
- Revise/rework the targeted lessons and scaffolds accordingly
- Use all of these data/findings to direct and (when appropriate) revise their larger Common Core-aligned curricular planning and aims

B) Common Core Instructional Coach/Common Core Fellow – Sarah Finley (ELA)

Common Core Fellow – Jay Finkelstein (Social Studies)

Department Leads – Phyllis Mignone, Greg Ziman, Casey Munz

C) The Cycle of planning, discussing, questioning, and assessing is completely teacher-driven. We make use of department leads to guide the inquiry process and teachers/coaches to further facilitate Professional Development around the curriculum writing process

Also, teachers are included in decision-making about assessments to evaluate the effectiveness of strategies/activities through:

- creation of bi-weekly benchmark exams
- benchmark Data Analysis (in Departments) to identify needed adjustments to curriculum and instruction
- department Inquiry Projects to identify areas of strength and weakness in student work/target specific skill needs of student subgroups

D) Timeline for Implementation:

End of Cycle 1 (12-4-2012)

- Teachers complete a Common-Core Aligned Understanding by Design curriculum for one course (including Focus Standards, Essential Questions, Enduring Understandings, Curriculum Map, Acceptable Evidence Assessment Outline)
- Departments complete an inquiry project in which they identify an area of skill deficiency (according to data/Common Core expectations), choose focus students, create targeted lesson to address the skill needs of the focus students, discuss and analyze student work, and finally make curricular adjustments accordingly.

End of Cycle 2 (3-12-2012)

- Teachers complete a *new* Common-Core Aligned Understanding by Design curriculum for one course *with a focus on integrating complex texts into instruction* (including Focus Standards, Essential Questions, Enduring Understandings, Curriculum Map, Acceptable Evidence Assessment Outline, One Complex Text with strategies used) or teachers *revise their existing* UbD curriculum according to data/student work from the previous Cycle.

- Departments complete an inquiry project in which they identify a *new area of skill deficiency* or *revise their previous inquiry goal* (according to Regents data/Common Core expectations/classroom data), choose focus students, create targeted lesson to address the skill needs of the focus students, discuss and analyze student work, and finally make curricular adjustments accordingly.

End of Cycle 3 (6-11-2013)

- Teachers complete a *new* Common-Core Aligned Understanding by Design curriculum for one course with a focus on integrating complex texts into the course and *the instructional supports that allow ALL students to access the complex texts* or teachers *revise their existing* UbD curriculum according to data/student work from the previous Cycle. Curriculum unit should include Focus Standards, Essential Questions, Enduring Understandings, Curriculum Map, Acceptable Evidence Assessment Outline, Complex Texts, and *UDL-based instructional supports for scaffolding complex texts*.

Departments complete an inquiry project in which they identify a *new area of skill deficiency* or *revise their previous inquiry goal* (according to Regents data/Common Core expectations/classroom data), choose focus students, create targeted lessons to address the skill needs of the focus students, discuss and analyze student work, make curricular adjustments accordingly, and finally *reflect on the instructional strategies that were most useful in supporting students around the Common Core State Standards*.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Parent Night (September 25, 2012) 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.

Budget and resources alignment

- Indicate your school’s Title I status: X School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- New hires: this year we hired an additional special education teacher, an additional English Teacher, an additional Science teacher as well as an art teacher to further instructional goals across the curriculum
- Smaller class size
- In increase in team teaching classes
- Weekly professional development sessions that focus on common core
- Offsite PD opportunities such as the Common Core Institute Black Belt training; SESIS training; Common Core Institute Workshop; United Nations Film Workshop; Art of Teaching Dance, Music, Theater and Visual Arts; Robotics Workshop; Citywide Expectations and Social Students/Humanities
- Weekly departmental meetings in which student data is analyzed
- Weekly speed conferencing in which student data is shared and discussed with the whole staff
- Summer per-session to teachers for development of curriculum that is engaging and that is aligned to the Common Core Learning Standards.
- 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.
 - 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.
 - 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.
 - Apex learning – accredited online coursework in which students earn credits through blended learning
 - Digital Literacy courses- interdisciplinary English coursework that is taught through technology. Students receive a free laptop at the course's end
 - After school English through film course

Contracts and partnerships with outside organization such as Educational Video Center (EVC) , The Connected Foundation , Down Town Community Television

ANNUAL GOAL #5 AND ACTION PLAN

Annual Goal #5

Involve all staff in setting academic and personal behaviors in accordance with Chancellor Walcott's city-wide instructional expectations.

Comprehensive needs assessment

Traditionally as a transfer school the academic success of Leadership students is supported by CBO partnership by addressing the personal behaviors so that students are successful in their classroom setting, earning credits, passing regents state exams and planning for their post-secondary goals of entering college. The Chancellor's academic and personal behavior expectation supports the work that all school staff is adhering to at Brooklyn High School for Leadership and Community Service. As a result, we have implemented a measuring tool based on the Chancellor's expectation for students to complete on a bi-weekly basis to assess their success and growth within the academic and behavioral components.

Instructional strategies/activities

Activity #1

SLT meeting – During the June 20, 2012 School Leadership Team meeting the Chancellor's Expectations were introduced and discussed with the team. Infusing the Chancellor's expectation became a preliminary annual goal for the 2012/2013 school year.

Implementation timeline: June 2012 – June 2013

Activity #2

September 2013- The Chancellor's expectations were introduced to the whole school staff. Administration plans initial roll out for cycle 2.

Implementation timeline: September 2012 – June 2013

Activity #3

Development of Measuring Tool: School's PPT team meets to review the Chancellor's instructional expectations and created a checklist measuring tool for students to evaluate best practices and academic accomplishments. PPT team review included collateral work with teachers, school's guidance counselors, CBO program director and special education teachers. This measuring tool would be utilized during students' academic meetings.

Target Population: Advocate Counselors (CBO) who provides attendance outreach, academic counseling and case management to all students.

Responsible staff Members: Program Director (CBO) supervises the counseling team

Implementation timeline: June 2012 – June 2013

Activity #4

Lesson Plan: Teachers and advocate counselors unveiled a lesson plan to Leadership students to review the Chancellor's academic and behavioral expectations. School staff also reviewed the measuring tool students would use to assess their academic success on a bi-weekly basis based on these expectations.

Targeted Population: All students

Responsible Staff: All staff members participated in the implementation. Advocate Counselor and Program Director ensured that students are using checklist-measuring tool.

Implementation timeline: December, 2012 – June, 2013

Activity #5

Bi-Weekly Checklist Assessment:

On a bi-weekly basis during academic meetings, students will complete a measuring tool checklist created by the school to ensure that they are connecting their

success to the Chancellor's behavioral expectations grid to their academic success at the school.

Targeted Population: All students

Responsible Staff: All staff members participated in the implementation. Advocate Counselor and Program Director ensured students are using measuring tools.

Implementation timeline: December, 2012 – June, 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Parent Night (September 25, 2012) initiated 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.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Brooklyn High School for Leadership and Community Service is a transfer school that works in partnership with the Community Based Organization, Brooklyn Community Services. As such, the school contracts Brooklyn Community Services as a vendor to support our students, and subsequently, our goals as a school. The Program Director, who supervise the CBO team is responsible for overseeing student recruitment, student orientation, student goal planning and tracking, employment skills services, bi-weekly Advisory sessions, ongoing counseling and referral services, internship and job placement, and college and career planning

and follow up. The program director also oversees the implementation of the school's LTW program. It is a primary responsibility for our advocate counselors and CBO staff to focus on social, behavioral and post secondary goals, which are inclusive of the chancellor's behavioral expectations and support Annual Goal 5. Upon enrollment Advocate Counselors engage each student in developing an Academic Plan that includes an emphasis on behavioral expectations and post-secondary plans.

The CBO partnership includes a Learn to Work (LTW) coordinator who oversees an internship program that provides students with paid internships throughout the community. Small businesses, various afterschool programs in schools within the community, as well as Brooklyn Community Services, 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 cultivate relationships between staff and students, while also building a strong school community, and fostering the importance of post-secondary goals – as outlined in the Chancellor's expectations and Annual Goal 5. .

To further support this goal, the school, and our students, this year we have hired another guidance counselor, an addition to the one we have had on staff since the school's opening. We have also hired two special education teachers. All of our new hires are part of the PPT team, and were instrumental in the development of the behavioral measuring tool that is intrinsic to developing and achieving this goal.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p>Student support services are provided through: Professional External Partnerships with teaching artists, who team teach on a weekly basis:</p> <ul style="list-style-type: none"> - EVC - DCTV <p>Students receive tutoring through extended time, student lunch period before and afterschool; 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; Achieve 3000 digital literacy program – baseline assessment for entire school to determine literacy levels of all students ; Castle Learning; online regent’s support program;</p>	<p>Services are delivered in a myriad of ways such as small group, one-to-one, tutoring, team teaching, differentiation, reduced class size, extra curricular courses, and blended learning.</p>	<p>The services are provided throughout the school day, before school, after school, and during lunch</p>

	<p>Scholastic Identity and Voice literacy curriculum – including professional development opportunities ; Education Video Center documentary curriculum which incorporates:</p> <ul style="list-style-type: none"> - Literacy - Writing - Technology <p>The Connected Foundations digital literacy English and computer courses; Vocabulary integration into daily lessons; Workshop model lesson plan template; Understanding by Design</p>		
Mathematics	<p>Student support services are provided through: Students receive tutoring extended time, student lunch period and afterschool; 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; Vocabulary integration into daily lessons Workshop model lesson plan template; Understanding by Design ;Castle Learning; online regent’s support program; Khan online blended learning in classroom ; Apex blended</p>	<p>Services are delivered in a myriad of ways such as small group, one-to-one, tutoring, team teaching, differentiation, reduced class size, extra curricular courses, and blended learning.</p>	<p>The services are provided throughout the school day, before school, after school, and during lunch</p>

	learning courses		
Science	Student support services are provided through: Team – Teaching ; Tutoring, extended time, student lunch period and after school; Technology-infused curriculum. Smart boards are used in every classroom; two laptop carts are available.; Coach who supports teachers to ensure differentiation of instruction and common core standards are infused into curriculum; Castle Learning; Vocabulary integration into daily lessons; Workshop model lesson plan template; Understanding by Design	Services are delivered in a myriad of ways such as small group, one-to-one, tutoring, team teaching, differentiation, reduced class size, extra curricular courses, and blended learning.	The services are provided throughout the school day, before school, after school, and during lunch
Social Studies	Student support services are provided through: Reduced class size; Team Teaching ; Tutoring, extended time, student lunch periods and after school.; Interdisciplinary instruction (History/Film); Professional Teaching Artists – EVC; Coach who supports teachers to ensure differentiation of instruction and common core standards are infused into curriculum; Castle Learning; Vocabulary integration into daily lessons; Workshop model lesson plan template; Understanding by Design	Services are delivered in a myriad of ways such as small group, one-to-one, tutoring, team teaching, differentiation, reduced class size, extra curricular courses, and blended learning.	The services are provided throughout the school day, before school, after school, and during lunch
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	The Guidance Counselors work with students individually to provide ongoing counseling to support student’s academically	Services are delivered in a myriad of ways such as small group, individual counseling extra curricular courses, blended learning.	The services are provided throughout the school day, before school, after school, and during lunch

	<p>and ensure that students are accumulating credits. Transition plans and college counseling will also be provided. The Guidance department is also supported by a building wide School Based Support Team that includes a school psychologist. In addition Brooklyn High School for Leadership and Community Service is a transfer school partnered with an onsite, full time, CBO that consists of six advocate counselors, a Learn to Work internship coordinator, a program director who is a NYS licensed LMSW, and a clinical supervisor who is an MSW. Advocate counselors have a maximum caseload of 356 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 37 minute advisory once a week. 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>		
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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

1. RECRUITMENT:

Brooklyn High School for Leadership and Community Service established a multitude of relationships with various teaching institutions such as:

- NYC Teaching Fellows
- Brooklyn College
- Peace Core Fellows
- Teach for America
- Teach NYC
- Open Market
- CFN

2. RETENTION:

Currently all of our staff is highly qualified:

- Brooklyn High School for Leadership and Community Service is currently in good standing with NY State
- The school received a “B” on our progress report the last two years.
- We have received a “proficient” on our last two State Quality Reviews
- Our school is a small school with only 14 teachers; this provides for a more collegial and collaborative work environment

3. ASSIGNMENTS AND SUPPORT:

- Our school’s network CFN 403 provides professional development opportunities and resources to help teachers grow as professionals.
- Our school provides in-house professional development, collaborative planning and collaborative inquiry work that helps them to become better teacher
- We currently have two Common Core Fellows on staff, our in-house coach as well as one of our history teachers.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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, the Common Core Standards, the Chancellor's Behavioral and Academic Expectations.
- 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; Title 1 Annual Meeting was held on 12/20/12 at our school to review Title 1 regulations, purpose of PIP and definition of School Parent Compact.
- Our school held our Title 1 meeting on 12/20/12 and a discussion was held to engage parents in making 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; At this meeting the importance of Title I funds being allocated for parent involvement was discussed in and how to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact; Title 1 information was discussed and distributed also at parent teacher conference night 10/25/12 and PTA meeting 11/15/12.
- Our school holds monthly PTA/ SLT meetings that encompasses 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 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.;
- Our school has conducted a college night for parents and students and this was held on 12/6/12. Parents will continue to be invited to other 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;
- Our 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 Title 1 meeting was hosted on 12/20/12 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;
- At our school parents receive monthly mailing from the Parent Coordinator for the PTA /SLT meetings as well as parent teacher conference nights. Within our CBO partnership, advocate counselors do on going mailings to parents for 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;
- At our school the Parent Coordinator 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.

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

- Title 1 Annual Meeting was held at our school on 12/20/12
- PTA / SLT meeting for parents are held on a monthly basis. A parent college night was held on 12/6/12, a parent orientation night was held on 10/25/12 and a Title 1 Annual meeting was held on 12/20/12. Parents are invited to Parent-Teacher Conferences throughout the school year;
- 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 10/25/12, parent teacher conferences held on 10/25/12 and 10/26/12 and 3/14/13 and 3/15/13, college night on 12/6/12 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: 9/28 10/12, 10/26, 11/16 12/10
 - Cycle 2: 12/21, 1/18, 2/8, 3/1, 3/15
 - Cycle 3: 4/12, 4/26, 5/10, 5/24, 6/26
- 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
- Parents have been invited to Town hall meeting 1/24/13.

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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 10/25 & 10/26/12 and 3/14/13 and 3/15/13
- 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; the annual Title 1 meeting was held on 12/20/12.
- 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 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 12/20/12 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.
- 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; Family Night, Parent Academic Meeting, College Meeting

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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Christophe GrollGillian Smith	District 13	Borough Brooklyn	School Number 616
School Name Brooklyn Leadership			

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

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

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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
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	214	Total Number of ELLs	5	ELLs as share of total student population (%)	2.34%
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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, 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 progrom 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)

K 1 2 3 4 5

Check all that apply

6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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											2	1	2	5
Total	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
Total	1	0	0	0	0	0	4	0	0	5

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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs) K-8																					
Number of ELLs by Grade in Each Language Group																					
	K		1		2		3		4		5		6		7		8		TOTAL		
	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	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	
TOTAL	0										

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish											1	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
TOTAL	0	2	1	2	5									

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

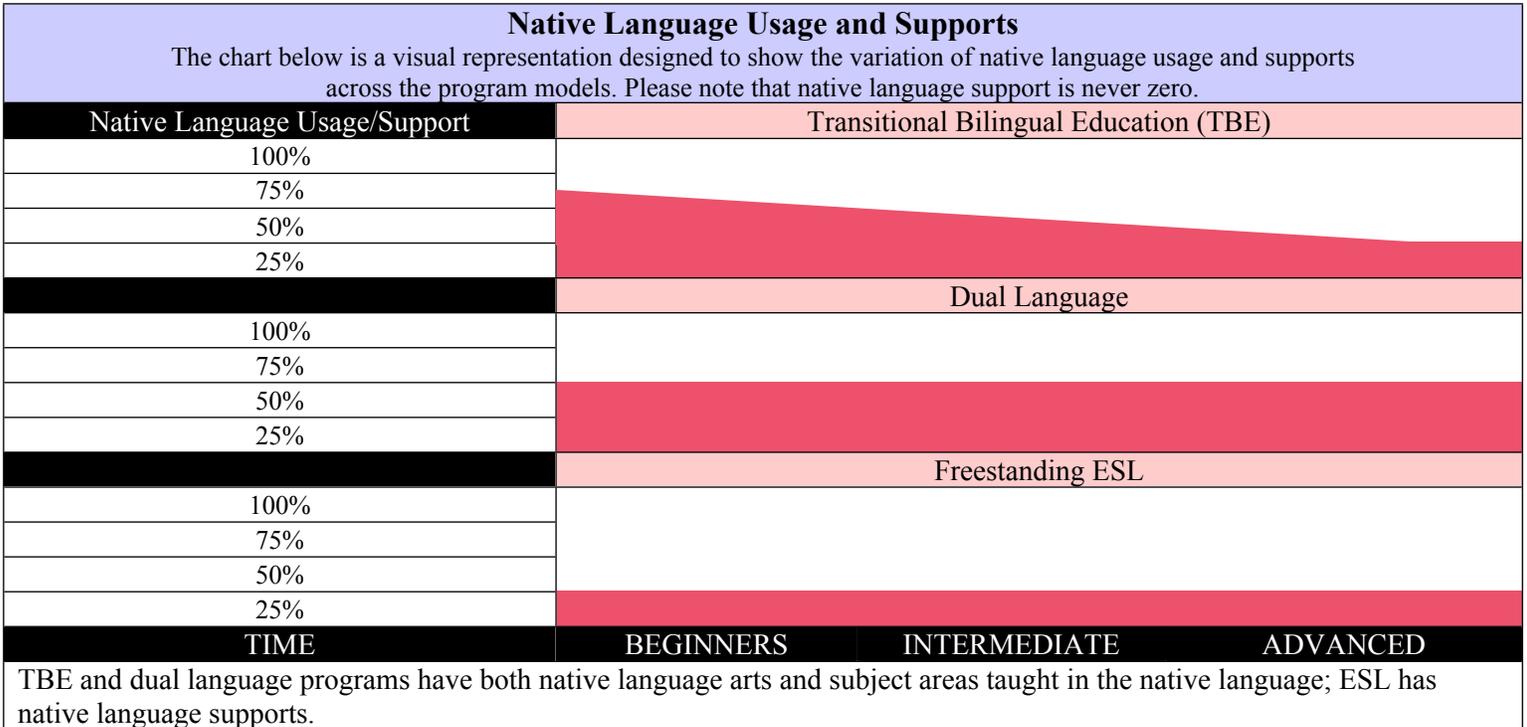
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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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
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



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?

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
- ACHIEVE 3000 literacy class
- Common core-aligned curriculum

Mathematics

- Reduced class size
- Students receive tutoring extended time, student lunch period and afterschool.
- 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
- Vocabulary integration into daily lessons
- Workshop model lesson plan template
- Understanding by Design
- Castle Learning; online regent's support program
- Khan online blended learning in classroom
- Credit Recovery
- Common core-aligned curriculum

Science

- Reduced class size
- Team – Teaching
- Tutoring, extended time, student lunch period and after school.
- Technology-infused curriculum. Smart boards are used in every classroom; two laptop carts are available.
- Coach who supports teachers to ensure differentiation of instruction and common core standards are infused into curriculum
- Castle Learning
- Vocabulary integration into daily lessons
- Workshop model lesson plan template
- Understanding by Design
- Credit Recovery
- Common core-aligned curriculum

Social Studies:

- Reduced class size
- Team Teaching
- Tutoring, extended time, student lunch periods and after school.
- Interdisciplinary instruction (History/Film)
- Professional Teaching Artists - EVC
- Coach who supports teachers to ensure differentiation of instruction and common core standards are infused into curriculum
- Castle Learning
- Vocabulary integration into daily lessons
- Workshop model lesson plan template
- Understanding by Design
- Credit Recovery
- Common core-aligned curriculum

9. All extracurricular and supplemental programs, as outlined above, are readily available to ESL students, including those transitioning from the program. Currently, we do not have any students who are transitioning from the program. Our ESL students are encouraged and continue to actively participate. Last year, one of our ELL students' art work was featured in our Art Exhibit. His design was chosen as part of the advertisement for the event. This 2010 student took the NYSESLAT last year, and moved up from Intermediate to Advanced and passed both his ELA and math regents.

10. Brooklyn High School for Leadership and Community Service continues to reflect, re-evaluate, and build upon our programs and practice. As such professional development is part of the foundation of our community. For the 2011-2012 school year we have

implemented two new literacy programs for our English classes, "Achieve 3000" and "Scholastic ID" which are both shown to increase a student's reading level, through practice. ALL students were given an initial assessment in the first week of school, in order to determine their "lexile" reading level. We shared the schoolwide baseline assessments with all content area teachers so that they could get a better insight about where their students were, in regard to reading and comprehension levels. We also have a full time Math coaches/Data Specialist who facilitate biweekly professional development sessions, with all teachers, centered around data inquiry and implementation of the common core standards. Our English teacher, who completed his ESL graduate program, attended a weeklong QTEL training. Subsequently, practices and curriculum he learned are turn keyed to the faculty.

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

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

16/17. Brooklyn High School for Leadership and Community Service is an ungraded transfer school for overage under credited youth. We have a comprehensive intake process which helps to assist newly enrolled ELL students. Additionally, before the onset of the school year, the school holds a student orientation to further inform students about our school. The orientation process includes an overview of school policies, roles of staff and students, social work services on site and any and all programs that the school offer. Students also participate in leadership, ice-breakers and school scenerio activities. ELL students are also provided a survey. Once programmed, students are grouped heterogeneously. In their heterogeneous grouping individual needs of each student, inclusive of ELLs are specifically addressed, and instruction is tailored and differentiated accordingly. We also offer a myriad of electives to foster student engagement: two Italian Art Language and Culture classes, two film classes:: Government through Film and Documentary Film-Making, and a History of NY Class.

C. Schools with Dual Language Programs

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

, Paste response to questions 1-5 here

N/A

D. Professional Development and Support for School Staff

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

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.

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.
 - 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 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.
 - 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::
 - o Cycle 1: 9/23, 10/14, 10/28, 11/18, 12/9
 - o Cycle 2: 12/23, 1/13, 2/3, 2/17, 3/16
 - o 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
4. Through ample opportunities for parent involvement and participation in school activities, the school will continually assess the needs of the parents and create programs with the parents accordingly. Last year, in consultation with the PTA and SLT, we contracted and collaborated with the educational consultant Dance Theatre Etc, to hold a parenting workshop - "The Art of Parenting"- that focused on teaching parents ways in which to handle and combat stress.

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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
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	

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
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

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.

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.

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

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Brooklyn Leadership</u>		School DBN: <u>13K616</u>	
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

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, 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

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.