



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: BROOKLYN HIGH SCHOOL FOR LEADERSHIP AND COMMUNITY SERVICE
DBN (i.e. 01M001): 13K616
Principal: GEORGIA KOURIAMPALIS
Principal Email: GKOURIA@SCHOOLS.NYC.GOV
Superintendent: KAREN WATTS
Network Leader: NATE DUDLEY

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

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	
Erin Scantlebury	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Angela Chiappara	CBO Representative, if applicable	
Janan Eways	Member/ Chairperson/ Principal Designee	
Elizabeth Conde	Member/ CBO	
Celeste Maxwell	Member/ Teacher / Facilitator	
Phyllis Mignone	Member/ Teacher	
Sandy Roberts	Member/ Parent	
Robin Holmes	Member/ Parent	
Jose Collado	Member/ Parent	
Erick Green	Member/ Parent	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, through strategic involvement of all staff and students, we will increase our daily attendance rate by 1% for returning students with 11.01 to 33.00 credits.

Comprehensive Needs Assessment

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

The 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 2012-2013 academic year with an attendance rate of 64.7. 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

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Activity #1 Professional Development

- Program Director facilitated professional development to advocate counselors on *Incorporating Attendance Practices in School Instructional Expectation* from the Office of Safety and Youth Development provided to all Community Based Organization staff. PD explores Attendance, Chronic Absenteeism, and Teaching and Learning, incorporating understanding the measures, adhering to daily attendance routines, using attendance data for instructional decisions and Attendance Team Best Practices.
- Program Director facilitated professional development to advocate counselors on *Attendance Outreach and Procedures for Advocate Counselors*. PD includes definition of truant students, Steps and Procedures to Respond to 407s and Attendance Outreach protocol for students absent 1, 3 and 5 consecutive days without correspondence/contact.

Activity #2: Recognition and Incentives

- Monthly Awards ceremonies are held during regular Community Meetings to recognize student improvements and excellent attendance. Monthly meetings include the entire school community and allow students to be recognized by their peers and celebrate others' success.
- 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. An example of a Cycle 1 trip was an afterschool CBO trip to see a NETS Basketball Game.
- Advisory celebration on a monthly basis for advisories with the highest attendance.
- Recognition in the form of Teachers calling parents in addition to the Advocate Counselors to support student academic success and interventions that ultimately support daily attendance.
- 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

Activity #3: Daily Attendance Check-in Meetings/ Weekly Attendance Action 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 Committee 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).

Activity #4: Online Referral and Anecdotal System

- 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.
- WE hired a IT technician to support data

Activity #5: Distribution of Attendance Data 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.
- Daily attendance is reviewed at Attendance meetings with CBO staff and discussed on an individual basis with all Advocate counselors in Weekly Supervision.

Activity #6: Credit Accrual Plan

- 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 and Teachers. 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. In addition, Guidance Counselors mail parent letters to students who have failed three or more courses at the end of each benchmark. Credit Accrual is integrally linked to Attendance goals.

Activity #7: Administration Meetings

- Principal generated weekly Attendance Memos with Year to Date attendance percentages for each Advocate Counselor
- Monthly Attendance Data meetings facilitated by Assistant Principal which includes the Program Director, Assistant Program Director, Attendance Teacher, Community Assistant and Guidance Counselors
- Held monthly to ensure Senior Leadership are in communication regarding Attendance Goals and review of Attendance activities and incentives.
- Administrative Team Bimonthly meetings

Activity #8: Learning To Work/ Transfer School Meeting:

- Program Directors/ Assistant Program Directors from all Transfer Schools attend ongoing LTW meetings that are facilitated by the Office of Postsecondary Readiness and the Center for Youth Development. These meetings address the issues around at risk youth populations and effects on Attendance and Academics. Transfer school directors discuss best practices and cross program ideas and initiatives and how to implement and learn from one another.

Activity #9:

Guidance Counselor Role: There are two Guidance Counselors who have divided student caseloads by credits of 0-20 and 21-above to address credit accrual and attendance. Counselors will conduct end of term individual and group meetings to set expectations for student attendance and credit accrual. Students will create goals to earn credits and improve attendance.

There is one designated Guidance Counselor that works closely around attendance struggles of Special Education and ELL students whose attendance has affected their

credit accrual. Guidance Counselor also works closely with PPT and SIT teams to execute action plans to increase attendance for the whole school as well as those two populations.

The other Guidance Counselor is designated to work closely with CBO Team to address attendance strategies to review and improve attendance Guidance Counselor attends weekly attendance meetings with CBO Team to discuss attendance issues and protocols to promote student daily attendance.

Guidance Counselors will conduct monthly meetings to discuss strategies to improve student life *e.g. trips, senior activities, LTW, tutoring* to improve student attendance and morale.

Activity #10: "I Will Graduate" Campaign

- This year Brooklyn HS for Leadership and Community Service will work in partnership with the "I Will Graduate" Campaign where students are rewarded for credit accrual and attendance. 24 students each cycle will be invited to attend a recording of BET's 106 & Park wearing the "I Will Graduate" t-shirt.
- Students will participate in an "I Will Graduate" activity during one of the monthly community meetings where the "I Will Graduate" pledge will be read aloud. Then students will work in their advisory groups to create action plans on how they intend on accomplishing their graduation goals. After each advisory has shared their action plans, all students will receive the "I Will Graduate" bracelet.

Activity #11: College Initiatives

- The school has implemented since 2010 the College Bound Initiative that works with senior level students and focuses on the college process and career pathways. This year the College Bound Initiative Advocate Counselors will organize a school wide college trip to SUNY Cortland and Tompkins Cortland Community College to motivate students to continue to maintain strong attendance. Students with strong attendance and strong academics will be nominated to attend the Overnight College Trip as an incentive to encourage students to reach their goals.
- CUNY Black Male Initiative trip in October to York College coordinated by Guidance Counselor and two history teachers
- Robotics Partnership and trip to City Tech College in October coordinated by Robotics Teacher
- Trip to Pratt Institute in September coordinated by Art Teacher
- Trip to Kingsborough Community college co-lead by Special Education Teacher and Advocate Counselors in November
- Trip to Brooklyn College co-lead by Special Education Teacher and Advocate Counselors in November
- CBO Team implemented College Week from December 9 through December 13 to promote attendance, college information and motivational activities for all students. College Week included motivational speakers, both from the community and via alumni graduates. College Week will also included a College night where both students and parents will be invited to attend informational sessions around college planning, applications, deadlines, FAFSA, etc.
- New York University Partnership; two NYU students will serve as mentors
- City College Partnership/Student Teacher Provided
- Target Population: All students
- Responsible Staff Members: All staff participated in the college initiative
- Implementation Time Line: September 2012-June 2013

Activity #11: Learning To Work Internships

- Brooklyn High School for Leadership has implemented an Internship Program for students. Internships are paid and students can work up with 10 hours per week. The LTW Internship Coordinator offers internships spots to students with Strong Attendance and Strong Academics. Students are in jeopardy of losing their internships when they fall below in Attendance and Academics. The Internship Coordinator holds biweekly seminars to evaluate students' performance and review the Attendance and Academic requirements needed to remain in the internship program.
- Speaker's Bureaus- To encourage, educate and expose students to a myriad of career paths, the LTW coordinator organizes monthly Speaker's Bureau workshops. At Speaker's Bureau, guest speakers facilitate group presentations to students that focus on the speaker's career path and overcoming obstacles.
- Monthly individual student meetings which focus on resume building; practice interview questions; dress code; progress of work site internship and schedules

B. Key personnel and other resources used to implement each strategy/activity

1. Counseling Team members (CBO) who provide attendance outreach, academic counseling and case management to all students, in addition to running Community Meetings and Advisory Groups.
2. Community Assistant/Support Staff who correlates and distributes Attendance Data on a daily basis to the entire school community.
3. Teachers; coordinate college trips; recognize class attendance
4. Parents; members of PA and SLT- discuss strategies to improve attendance
5. Principal who oversees all school activities; disseminates weekly attendance memos to advocate counselors; conferences daily with assistant principal and CBO staff
6. Assistant Principal who facilitates monthly attendance data meetings with key personnel; principal designee for SLT meetings; supervises Guidance Counselors and all administrative support staff; liaison with CFN and point of contact for CFN attendance teacher
7. CFN Attendance teacher
8. Guidance Counselor – member of Attendance Committee; provides procedures and protocols for effective attendance strategies according to Chancellor's Regulations A-210.
9. Program Director/ Assistant Program Director – Leads for Attendance Committee
10. All staff are able to access and use the online referral system
11. On-site IT support to assist with troubleshooting problems and collecting/correlating data
12. Office of Postsecondary Readiness
13. Center for Youth Development
14. All NYS Transfer Schools

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Student attendance percentages
2. Community Meetings/Advisory feedback
3. Daily monitoring of attendance percentages in daily meeting
4. Weekly monitoring of consecutive absences in weekly meeting
5. Staff annual evaluations and Professional Development Plans
6. Parent Feedback

D. Timeline for implementation and completion including start and end dates**1. September 2013**

Community meeting; LTW biweekly seminar and data assessment of student attendance and progress; daily attendance check in meetings with Advocate Counselors led by Program director; CBO weekly attendance action committee meeting; monthly administrative team meetings; daily school attendance percentages sent to all staff; weekly attendance memos from principal to CBO staff; monthly attendance data meetings led by Assistant Principal; monthly Speaker's Bureau

presentations; College trips; SLT meeting; PA meeting; Executive Board meeting

2. October 2013

Community meeting; LTW biweekly seminar and data assessment of student attendance and progress; daily attendance check in meetings with Advocate Counselors led by Program director; CBO weekly attendance action committee meeting; monthly administrative team meetings; daily school attendance percentages sent to all staff; weekly attendance memos from principal to CBO staff; monthly attendance data meetings led by Assistant Principal; monthly Speaker's Bureau presentations; College trips; SLT meeting; PA meeting; Executive Board meeting

3. November 2013

Community Celebration which including catered food for Thanksgiving, student deejay, and staff/ student football game; Community meeting; LTW biweekly seminar and data assessment of student attendance and progress; daily attendance check in meetings with Advocate Counselors led by Program director; CBO weekly attendance action committee meeting; monthly administrative team meetings; daily school attendance percentages sent to all staff; weekly attendance memos from principal to CBO staff; monthly attendance data meetings led by Assistant Principal; monthly Speaker's Bureau presentations; College trips; SLT meeting; PA meeting; Executive Board meeting

4. December 2013

College Week December 9-13; College Night December 12; "I Will Graduate" Campaign- trip; Trip to Museum with History teacher; Community Celebration which including catered food, student deejay, and staff/ student football game; Community meeting; LTW biweekly seminar and data assessment of student attendance and progress; daily attendance check in meetings with Advocate Counselors led by Program director; Holiday Catered Event for Parents; CBO weekly attendance action committee meeting; monthly administrative team meetings; daily school attendance percentages sent to all staff; weekly attendance memos from principal to CBO staff; monthly attendance data meetings led by Assistant Principal; monthly Speaker's Bureau presentations; College trips; SLT meeting; PA meeting; Executive Board meeting

5. January 2014

Community meeting; "I Will Graduate" Campaign; LTW biweekly seminar and data assessment of student attendance and progress; daily attendance check in meetings with Advocate Counselors led by Program director; CBO weekly attendance action committee meeting; monthly administrative team meetings; daily school attendance percentages sent to all staff; weekly attendance memos from principal to CBO staff; monthly attendance data meetings led by Assistant Principal; monthly Speaker's Bureau presentations; College trips; SLT meeting; PA meeting; Executive Board meeting

6. February 2014

Community meeting; Respect for All Week; "I Will Graduate" Campaign; LTW biweekly seminar and data assessment of student attendance and progress; daily attendance check in meetings with Advocate Counselors led by Program director; CBO weekly attendance action committee meeting; monthly administrative team meetings; daily school attendance percentages sent to all staff; weekly attendance memos from principal to CBO staff; monthly attendance data meetings led by Assistant Principal; monthly Speaker's Bureau presentations; College trips; SLT meeting; PA meeting; Executive Board meeting

7. March 2014

Community meeting; "I Will Graduate" Campaign; LTW biweekly seminar and data assessment of student attendance and progress; daily attendance check in meetings with Advocate Counselors led by Program director; CBO weekly attendance action committee meeting; monthly administrative team meetings; daily school attendance percentages sent to all staff; weekly attendance memos from principal to CBO staff; monthly attendance data meetings led by Assistant Principal; monthly Speaker's Bureau presentations; College trips; SLT meeting; PA meeting; Executive Board meeting

8. April 2014

Overnight College Trip; Community meeting; "I Will Graduate" Campaign; LTW biweekly seminar and data assessment of student attendance and progress; daily attendance check in meetings with Advocate Counselors led by Program director; CBO weekly attendance action committee meeting; monthly administrative team meetings; daily school attendance percentages sent to all staff; weekly attendance memos from principal to CBO staff; monthly attendance data meetings led by Assistant Principal; monthly Speaker's Bureau presentations; College trips; SLT meeting; PA meeting; Executive Board meeting

9. May 2014

Community meeting; "I Will Graduate" Campaign; LTW biweekly seminar and data assessment of student attendance and progress; daily attendance check in meetings with Advocate Counselors led by Program director; CBO weekly attendance action committee meeting; monthly administrative team meetings; daily school attendance percentages sent to all staff; weekly attendance memos from principal to CBO staff; monthly attendance data meetings led by Assistant Principal; monthly Speaker's Bureau presentations; College trips; SLT meeting; PA meeting; Executive Board meeting

10. June 2014

Community meeting; "I Will Graduate" Campaign; LTW biweekly seminar and data assessment of student attendance and progress; daily attendance check in

meetings with Advocate Counselors led by Program director; CBO weekly attendance action committee meeting; monthly administrative team meetings; daily school attendance percentages sent to all staff; weekly attendance memos from principal to CBO staff; monthly attendance data meetings led by Assistant Principal; monthly Speaker's Bureau presentations; College trips; SLT meeting; PA meeting; Executive Board meeting

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. All CBO staff including 6 Advocate Counselors, Program Director and Assistant Program Director
2. Monthly Community Meetings & Weekly Attendance Action Committee Meeting
3. Lunch Groups including: Knitting Club; College Access; Meditation; Art; Basketball
4. Daily Attendance Check-in Meeting All CBO staff including 2 College Bound Initiative Advocate Counselors
5. All School Staff
6. On-site IT support to assist with troubleshooting problems and collecting/correlating data
7. Weekly Advisory Groups
8. Weekly CBO Team Meetings (Professional Development

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).

- o Facilitated Parent Orientation (September 25, 2013) to provide an overview of school programming, curriculum and overall attendance plan and expectations.
- o Monthly PA 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.
- o 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.
- o Holiday Catered Parent Event/Dinner for Parents; Invited parents to student holiday dinner
- o A Title 1 Parent Information meeting will be held on 12/11/13 to provide an overview of the Title 1 Program in this school; will discuss title one funding on 12/11/13 during the PA meeting
- o Parent Handbooks were created and issued to all guardians to ensure all school members have access to relevant policies, procedures and school guideline on 9/25/13
- o Regular (bi-weekly) mailings to parents/guardians by Parent Coordinator and Advocate Counselors to provide frequent information regarding the progress of their child in school and other information related to school activities, programming, etc.
- o Parents are called through Global Connect when their child is either late to school or absent.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

From Sept 2013 to June 2014, all learners, including SWDs and ELLS, will have access to CCLS-aligned lessons and tasks as evidenced by 50 % of SWDs/ELLs scoring a level 3 or better on the culminating task from one unit of study. The students' performance will be measured by the unit of study's correlating rubric.

Comprehensive Needs Assessment

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

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

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

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

- A Universal Design for learning lens when planning instructional supports- professional Development on the UDL lesson template; how to modify content, activities, and assessments to allow access to ALL learners
- Testing accommodations for Students with Disabilities and English Language Learners- To ensure the support of each student, SIT team will coordinate and facilitate teachers conference to identify the individual needs of SWDs/ELLs with regards to testing accommodations for state examinations
- During professional development sessions, special education teachers will assist in the writing of Common Core-aligned curriculum with general education teachers. Where appropriate, the Special Ed teachers revises existing curriculum
- The SIT team will provide 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
- The Special Education Teachers will lead a Professional Development on how to access students' IEPs on SESIS and how to read IEPs.
- The Special Education Teachers created "snapshots" for each SWD in order to give the teachers a reference point and an understanding of the students' strengths, weaknesses, testing accommodations, learning disability and annual goals.
- Full Staff meetings (teachers and counselors) to discuss the progress and any difficulties with SWDs and ELLs.
- Biweekly case conferencing meetings facilitated by Special Education Teacher/ Pupil Personnel Team member

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

3. The ESL Team including ESL coordinator/Language Allocation Coordinator, ELA/ESL Teacher, guidance counselor/related service provider will meet per benchmark to review passing rates; credit accrual; and matters of mutual concern for identified students; LAP team will meet consistently to ensure LAP accurately depicts ELL program and all mandates are met

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

5. 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.

6. Members of the SIT team will attend trainings throughout the year from the school's Children First Network (CFN), and share trainings materials with teachers. 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
- Writing a quality IEP based on a rubric; key factors to include: 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
- Ongoing trip
- LTW internships
- College Night
- Achieve 3000 Literacy Class

2. Key personnel and other resources used to implement each strategy/activity

3. Amy DeMarco and Mattijs Limberger – Special Education Teachers
4. Phyllis Mignone – ESL lead/LAC, and LAP coordinator
5. Greg Ziman – ESL/ELA teacher
6. Sarah Finley- Common Core Coach/ELA Teacher
7. Georgia Kouriampalis- Principal; Oversees all school program
8. Janan Eways – Assistant Principal, Supervisor of SIT Team, Guidance; Compliance; PPT;
9. Nindja Bazile – designated Guidance Counselor for SWDs/ELLs; related services provider
10. Children First Network (CFN) – facilitate trainings around Special Education Reform
11. Angela Chippara – CBO Program Director
12. Elizabeth Conde – CBO Assistant Program Director, parent coordinator
13. Advocate Counselors
14. John Conforti – Onsite SBST School Psychologist

15. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. The SIT team will meet biweekly to evaluate how the students are progressing in each of their classes
2. Special education teachers, content area teachers and counselors will meet to evaluate student progress
3. Weekly professional development meetings – to collectively discuss/create benchmark assessments
4. Weekly department meetings – to analyze classroom data of identified student subgroups and adjust curriculum/assessments accordingly
5. Department inquiry projects – create targeted instructional supports to support the success of ALL learners around the common benchmark assessments
6. Bi-weekly analysis of data
7. Bi-Weekly Case conferencing meeting
8. Bi-Weekly PPT meeting

16. Timeline for implementation and completion including start and end dates

- During intake, students will take the Test for Adult Basic Education (TABE) to determine their reading level.

September 2013

- SWD/ELL students are identified
- SWDs programs are tailored to support students' needs
- Using ATS, ESL coordinator identifies ELL students and determines NYSESLAT performance for returning ELLs and new ELLs
- ELL student's scheduled according to mandated minutes and academic needs
- ESL coordinator mails Continuing Entitlement Letters families on September 24
- Teachers receive professional development around UDL-strategies and lessons
- Special Education teacher's support the content area teachers in the writing of curriculum/creation of assessments

- Implement tutoring schedule for teachers and students
- SIT team begins to meet
- Achieve Level Set take to get a writing/reading comprehension lexile for all students
- All teachers and staff receive the “snap shot” of student information regarding the SWDs goals, strengths, weaknesses, disability, IEP dates
- ATS reports are pulled to determine the incoming ELLs’ levels in order to determine the amount of mandated minutes in order to program according
- ATS reports are pulled for returning ELLs to determine their levels based on the NYSESLAT from the previous spring
- Special Education teachers send out collection data sheets to receive input for the students’ IEPs.
- SLT meeting in which ESL coordinator is a member

October 2013 –

- Teachers attend first CFN training on writing quality rubrics
- Guidance Counselor attends CFN professional development on SESIS for Related Service Providers
- Continued entitlement letters are sent out to the parents of ELL students to inform them of their students’ ESL program
- 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
- Biweekly meetings to discuss data and grades of special education and ELL students
- Speed conferencing including the entire teaching and counseling staff to discuss at risk students
- Teachers monitor the students’ progress/attendance/grades and tailor their lessons to assist the students.
- Students receive reports on how they are doing in all their classes.
- IEP teachers send out collection data sheets to receive input for the students’ IEPs.
- SLT meeting in which ESL coordinator is a member
- ESL coordinator presents LAP draft to SLT members; reviews LAP with PA president
- LAP Team meetings commenced on 10/5- review of 2013 LAP template; 10/14- created action plan

November 2013 –

- Special Education teachers attend the 1st CFN training on the School Implementation Team
- Biweekly meetings to discuss data and grades of special education and ELL students
- Teachers monitor the students’ progress/attendance/grades and tailor their lessons to assist the students.
- Students receive reports on how they are doing in all their classes.
- Programs and classes change - SWDs/ELLs programs are tailored so they receive support
- All teachers and staff receive the “snap shot” of student information regarding the SWDs goals, strengths, weaknesses, disability, IEP dates (New Classes begin)
- Speed conferencing including the entire teaching and counseling staff to discuss at risk students
- IEP teachers send out collection data sheets to receive input for the students’ IEPs.
- LAP team meeting on 11/5; 11/13
- Language Allocation Policy draft submitted to CFN
- SLT meeting in which ESL coordinator is a member

December 2013 –

- Special Education teachers attend second CFN training on writing quality IEPs.
- Biweekly meetings to discuss data and grades of special education and ELL students
- Speed conferencing including the entire teaching and counseling staff to discuss at risk students
- Teachers monitor the students' progress/attendance/grades and tailor their lessons to assist the students.
- Students receive reports on how they are doing in all their classes.
- College Week
- IEP teachers send out collection data sheets to receive input for the students' IEPs.
- SLT meeting in which ESL coordinator is a member

January 2014

- SIT team meets to discuss SWD/ELLs who are taking the Regents in June and their accommodations.
- Special education teachers will attend a SIT PD by CFN 403
- SIT team continues to meet biweekly
- Special Education teacher supports the general education teachers in the writing of curriculum/creation of assessments
- Teachers receive PD around curriculum and building lessons to assist all learners

- PPT team meets to discuss students that need a behavior plan and interventions
- Teachers analyze data regarding students' grades biweekly
- Teachers assess the student data and adjust their lessons accordingly.
- IEP teachers send out collection data sheets to receive input for the students' IEPs.
- Tutoring continues for students
- Online classes continue for students

February 2014

- SIT team continues to meet biweekly
- Special Education teacher supports the general education teachers in the writing of curriculum/creation of assessments
- Special Ed team, **content area teachers**, and counselors reflect on the effectiveness of strategies/activities/steps-taken and adjust goals as appropriate
- Teachers receive PD around curriculum and building lessons to assist all learners

- PPT team meets to discuss students that need a behavior plan and interventions
- Teachers analyze data regarding students' grades biweekly
- Teachers assess the student data and adjust their lessons accordingly.
- IEP teachers send out collection data sheets to receive input for the students' IEPs.
- Tutoring continues for students
- Online classes continue for students

March 2014

- Special education teachers will attend a Rubric Training PD by CFN 403
- ELL student's scheduled according to mandated minutes and academic needs
- Special education teachers will attend a transition PD by CFN 403
- SIT team continues to meet biweekly
- Special Education teacher supports the general education teachers in the writing of curriculum/creation of assessments

- Teachers receive PD around curriculum and building lessons to assist all learners
- PPT team meets to discuss students that need a behavior plan and interventions
- Teachers analyze data regarding students' grades biweekly
- Teachers assess the student data and adjust their lessons accordingly.
- IEP teachers send out collection data sheets to receive input for the students' IEPs.
- Tutoring continues for students
- Online classes continue for students
- Special Education team, **content area teachers**, and counselors reflect on the effectiveness of strategies/activities/steps-taken and adjust goals as appropriate

April 2014

- Overnight college trip for the students to visit colleges outside of NYC
- SIT team continues to meet biweekly
- Special Education teacher supports the general education teachers in the writing of curriculum/creation of assessments
- Teachers receive PD around curriculum and building lessons to assist all learners
- PPT team meets to discuss students that need a behavior plan and interventions
- Teachers analyze data regarding students' grades biweekly
- Teachers assess the student data and adjust their lessons accordingly.
- IEP teachers send out collection data sheets to receive input for the students' IEPs.
- Tutoring continues for students
- Online classes continue for students
- Special Education team, **content area teachers** and counselors reflect on the effectiveness of strategies/activities/steps-taken and adjust goals as appropriate

May 2014

- Special education teachers will attend a SIT PD by CFN 403
- SIT team meets to discuss SWD/ELLs who are taking the Regents in June and their accommodations.
- SIT team continues to meet biweekly
- i Special Education team support **content area teachers** in the writing of curriculum/creation of assessments
- Teachers receive PD around curriculum and building lessons to assist all learners
- PPT team meets to discuss students that need a behavior plan and interventions
- Teachers analyze data regarding students' grades biweekly
- Teachers assess the student data and adjust their lessons accordingly.
- IEP teachers send out collection data sheets to receive input for the students' IEPs.
- Tutoring continues for students
- Online classes continue for students
- Special Education team, **content area teachers** and counselors reflect on the effectiveness of strategies/activities/steps-taken and adjust goals as appropriate

June 2014

- SIT Team and Testing team ensure that the SWD/ELLs receive their accommodations for the Regents.
- SIT team continues to meet biweekly
- Special Education teachers support the **content area teachers** in the writing of curriculum/creation of assessments

- Teachers receive PD around curriculum and building lessons to assist all learners
- PPT team meets to discuss students that need a behavior plan and interventions
- Teachers analyze data regarding students' grades biweekly
- Teachers assess the student data and adjust their lessons accordingly.
- IEP teachers send out collection data sheets to receive input for the students' IEPs.
- Tutoring continues for students
- Online classes continue for students
- Special Education team, **content area teachers** and counselors reflect on the effectiveness of strategies/activities/steps-taken and adjust goals as appropriate

By the End of Cycle 2 (3-14-2014) -

- Special Education teachers attend 2nd CFN training on the School Implementation Team
- Special Education teachers attend a training on transitions
- Speed conferencing including the entire teaching and counseling staff to discuss at risk students
- Teachers continue to receive professional development around UDL-strategies and lessons
- Special education team supports content area teachers in the writing of curriculum/creation of assessments
- tutoring continues for teachers and students
- Online courses and Art courses continue
- SIT team continues to meet and monitor student progress - Biweekly meetings to discuss data and grades of special education and ELL students
- IEP teachers send out collection data sheets to receive input for the students' IEPs.
- Teachers monitor the students' progress/attendance/grades and tailor their lessons to assist the students.
- Students receive reports on how they are doing in all their classes.

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

- Overnight college trip
- Teachers attend CFN trainings on writing quality rubrics and the School Implementation Teams
- 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 education team, content area teachers, and counselors reflect on the effectiveness of strategies/activities/steps-taken and adjust goals as appropriate
- SIT team continues to meet and monitor student progress - Biweekly meetings to discuss data and grades of special education and ELL students
- Teachers monitor the students' progress/attendance/grades and tailor their lessons to assist the students.
- Students receive reports on how they are doing in all their classes.
- Speed conferencing including the entire teaching and counseling staff to discuss at risk students
- Special Education teachers send out collection data sheets to receive input for the students' IEPs.

17. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. History and English classes will be team taught
2. Students who have tests read to will be able to use a computer program to have their work read to them on a daily basis in class
3. Small class sizes
4. Multiple Team Teaching opportunities

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).

- Parent Orientation (September 25, 2013) 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.
- 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.
- Parent Orientation (September) was held to initiate formal orientation to school staff and programs
- 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 will acquaint students AND parents with opportunities for information, admissions staff, meeting alumni, and the application/financial aid process

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.										
x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										
•										

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, our school will align curriculum to the CCLS as evidenced by each classroom teacher having implemented at least 5 collaboratively created CC-aligned units of study.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Per the Chancellor’s city-wide instructional expectations, schools and teachers should: <ul style="list-style-type: none"> • Ensure curricula are aligned to standards in all content areas • Establish an instructional focus that creates coherence among multiple initiatives, clearly frames the work that teachers and schools leaders will prioritize to narrow the gap between what the standards describe and what students currently know and are able to do • Plan and teach lessons and units that integrate the literacy and math Common Core instructional shifts where appropriate • Implement classroom structures and assessment practices across all grades that encourage student self-reflection and engagement of students in the learning process • Adjust their lessons, units, and classroom assessments to address the gap between what the standards require and what their students know and are able to do • Review student work and contributions to classroom activities for evidence of individual student growth and gaps in learning in relation to both standards and academic and personal behaviors, and make evidence-based adjustments to their units, lessons, and teaching practices • Share successful instructional practices, and the evidence of their successes, through formal and informal structures

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

- A) In order to encompass the needs of identified student subgroups, teachers will receive professional development around :
- Literacy strategies across the content areas – how to incorporate into existing curriculum with a focus on assessing literacy skills, both formatively and summatively
 - Deconstructing the standards to parse out the required content and skills of each standard with the goal of creating a scaffolded, supportive sequence of instruction for students
 - Productive Struggle as an Instructional Focus – in order to increase independent mastery of CCSS and content standards, teachers will look at how to create expectations and criteria for productively struggling, being resilient, and self-reflecting. Teacher will determine how to implement struggle, resilience, and self-reflection in instruction, and how to assess student’s capability around struggle and resilience.
 - Careful analysis of both Marking Period/Cycle Data so as to determine what curricular adjustments should be made. Teachers work in departments to complete a Corrective Instructional Plan where they determine the gap between what was taught and what learning students could demonstrate. Curriculum is revised/retaught with the end goal of improving student outcomes.
 - Creating an Environment of Respect and Rapport so as to encourage teachers’ view of students as individuals with different interests, strengths, and needs – and to plan accordingly
 - Analyzing student work both formally and informally to determine what curricula adjustments should be made to address the gap between what the standards require and what students know/are about to do
 - Making use of content-based “best practices” and resources in instruction
 - Carefully sequencing instruction through setting clear and rigorous instructional outcomes
 - Roots of Success for High Schools (an interdisciplinary, Common-Core aligned environmental literacy program) will be piloted in the ELA department to foster College and Career Readiness

2. Key personnel and other resources used to implement each strategy/activity

- B) Instructional Coach/Senior Common Core Fellow – Sarah Finley (ELA)
Department Leads – Amy Demarco, Casey Munz, Michelle Connor, and Greg Ziman
- Principal – Georgia Kouriampalis
- Assistant Principal – Janan Eways

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- C) The Cycle of Planning, Inquiry, Reflection, and Revision is completely teacher-driven. We make use of the instructional coach and the department leads to guide the planning and inquiry process and then further facilitate Professional Development around the curriculum writing process. Also, teachers are included in decision-making about assessments to evaluate the effectiveness of strategies and activities through:
- Creation of bi-weekly benchmark assessments for students
 - Benchmark data analysis (in departments) to identify needed adjustments/revisions to curriculum and instruction
 - Department-created rubrics to evaluate the learning gaps between what the standards require and what the students know/can do Department Inquiry Projects to identify areas of strength and weakness in student work/data and create corrective curricula plans to adjust instruction accordingly to support learning gaps

4. Timeline for implementation and completion including start and end dates

- D) Timeline for Implementation
By the end of Cycle 1 (11-22-2013)
- Teachers complete a Common Core-Aligned Curriculum for every course (including Focus Standards, Essential Questions, Enduring Understandings,

Curriculum Map, Assessment Outline, and Unit Plans)

- Teachers engage in an inquiry project on Productive Struggle in instruction – teachers create a “productive struggle rubric, create and administer a baseline assessment, analyze students work, create instructional supports, create and administer a final assessment, and analyze and reflect on the final results
- Professional development on Danielson
- Pilot online NYCDOE Connected Foundations Courses
- Roots for Success training facilitated by Professor Raquel from San Francisco State University for Principal, Special Education Teacher, ELA teacher, ELA coach and students

By the end of Cycle 2 (3-14-2014)

- Teachers complete a Common Core-Aligned Curriculum for every course (including Focus Standards, Essential Questions, Enduring Understandings, Curriculum Map, Assessment Outline, and Unit Plans)
- Teachers analyze classroom data on a bi-weekly basis
- Teachers use classroom data to identify target students and create a corrective curriculum plan on a bi-weekly basis to make instructional adjustments to improve student outcomes
- Productive struggle work continues on a daily basis in classrooms
- Roots of Success for High Schools is piloted in the ELA department

By the end of Cycle 3 (6-16-2014)

- Teachers complete a Common Core-Aligned Curriculum for every course (including Focus Standards, Essential Questions, Enduring Understandings, Curriculum Map, Assessment Outline, and Unit Plans)Teachers analyze classroom data on a bi-weekly basis
- Teachers use classroom data to identify target students and create a corrective curriculum plan on a bi-weekly basis to make instructional adjustments to improve student outcomes
- Based on the corrective curriculum plans, teachers create departmental rubrics to clarify expectations around content mastery-level skills
- Teachers use departmental rubrics to analyze student assessment and make instructional revisions to further improve student outcomes
- Teachers construct a working, school-based curriculum map for Roots of Success for High Schools highlighting necessary College and Career-ready content and skills

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teachers will have a common 7th period free to engage in weekly professional development and inquiry sessions
2. In house Common Core Coach supports teachers by supporting their work on Curriculum maps, unit plans and lesson plans.
3. Team teachers have common planning periods so as to facilitate collaborative curriculum design and revision
4. Teachers are offered per session for after-school in-depth professional development sessions
5. Teacher classes are covered periodically to allow for intervisitations
6. Teachers are released from the building to attend external professional development on curriculum and teaching
7. Common rubrics will be created and used to measure student progress
8. Staff and student surveys will be used to make adjustments to instruction/curriculum where needed
9. Understanding by Design and the Universal Design for Learning models will be used when writing curriculum
10. A corrective instructional plan will be used to revise curriculum

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).

- 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).
- Parent Orientation (September 25, 2013) 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 Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.										
x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, 100% of the teachers will submit curriculum maps for their courses that reflect the Chancellor’s citywide instructional expectations for the year.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 Per the chancellor’s citywide instructional expectations, teachers will “participate in trainings to understand the new system of teacher evaluation and development.” Teachers will “engage in activities that build a shared school-wide understanding of what effective teaching looks like in all content areas.” School leaders will “plan for and implement required trainings on the new system of teacher evaluation and development for all appropriate members of the school community.”

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**
 - A) In order to encompass the needs of identified student subgroups, school leaders and teachers will prepare to meet new expectations in the following ways:
 1. The Common Core Coach’s schedule is structured so as to allows for preparation and facilitation of professional development sessions as well as coaching observations, mentoring, and support for all teachers
 2. The Professional Development calendar for the year includes weekly PD sessions that support teachers with ALL domains of the Danielson Framework for Instruction
 3. Professional Development on specifics of the new teacher evaluation system
 4. Teachers will complete a Danielson self-evaluation checklist every cycle
 5. Teachers will create a Danielson Artifact portfolio with the assistance of the coach
 6. Coaching logs reflect the Danielson Domain feedback for each cycle
 7. The coach will collect curriculum maps for every course
 8. Professional Development around MOSL, components/requirements of the assessment, administration of the assessment, and scoring of the assessment
 Throughout the professional development cycle, teachers will practice professional responsibilities such as:

- Submitting work products in professional development, such as curriculum maps and professional goals around specific Danielson indicators
- Reflecting on instruction
- Maintaining accurate records
- Communicating with advocate counselors and student families
- Participate in our professional community
- Implement Danielson rubric into professional development

○ **Key personnel and other resources used to implement each strategy/activity**

Instructional Coach/Senior Common Core Fellow – Sarah Finley

Department Leads – Amy Demarco, Casey Munz, Greg Ziman, and Michelle Connor

Principal – Georgia Kourimpalis

Assistant Principal – Janan Eways

○ **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

) Teachers are included in decision-making about the professional development cycle to evaluate the progress, effectiveness, and impact of strategies/activities through

1. Completing regular surveys and self-reflections on the Danielson Frame for Instruction and professional development activities
2. Creation of bi-weekly benchmark assessments for students
3. Benchmark data analysis (in departments) to identify needed adjustments/revisions to curriculum and instruction
4. Department-created rubrics to evaluate the learning gaps between what the standards require and what the students know/can do
5. Department Inquiry Projects to identify areas of strength and weakness in student work/data and create corrective curricula plans to adjust instruction accordingly to support learning gaps

○ **Timeline for implementation and completion including start and end dates**

Timeline for Implementation

Close of 2012-2013 School Year – June 2013

Teachers will receive a training around the new teacher evaluation system, including an overview of the observation options, rating percentage breakdown and all MOSL components

By the end of Cycle 1 (11-22-2013)

Teacher will receive a follow-up training around the new teacher evaluation system, including an overview of all Danielson indicators, the observation options, the rating percentage breakdown, and all MOSL components (with more information on baseline assessment dates, sample assessments, and scoring protocols)

Teachers will complete a professional development series on **Domain 2 of the Danielson Framework (The Classroom Environment)**, including:

- Creating a respectful environment
- Envision and establish a classroom culture for learning
- Share best practices for managing classroom procedures and organizing classroom space
- Set collective goals around managing student behavior

MOSL baseline assessment exams will be administered and scored

Teachers will complete a Danielson self-evaluation.

By the end of Cycle 2 (3-14-2014)

Teachers will complete a professional development series on Domain 1 of the Danielson Framework (Planning and Preparation), including:

- Demonstrate content knowledge
- Demonstrate an in-depth knowledge of students
- Set instructional outcomes
- Gather content-specific resources
- Design coherent instruction in the form of curriculum maps and unit plans, based on the UbD model for planning
- Design student assessments, both formative and summative

MOSL results will be distributed to all needed staff and an action plan will be created

Teachers will complete a Danielson self-evaluation

By the end of Cycle 3 (6-16-2014)

Teachers will complete a professional development series on **Domain 3 of the Danielson Framework (Instruction)**, including:

- Sharing best practices for communicating with students
- Understanding techniques for using Questioning and Discussion in instruction
- Determining ways to engage students in learning
- Using assessments to revise/rethink instruction
- Reflecting on their ability to demonstrate flexibility and responsiveness

MOSL assessments will be administered and scored

Teachers will complete a Danielson self-evaluation

Teachers will create and organize a portfolio of artifacts that best represent their capacity around each Danielson indicator

o **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Teachers will have a common 7th period free to engage in weekly professional development and inquiry sessions
2. Team teachers have common planning periods for the purpose of reflecting on/adjusting instruction
3. **Teachers attended a Network Common Core-aligned Curriculum Writing Bootcamp**
4. Teachers are offered per session for special after-school in-depth professional development sessions around instructional best practices
5. Teacher classes are covered periodically to allow for intervisitations
6. Teachers are released from the building to attend outside professional development on instructional best practices
7. Lead teachers released from building to attend bi-monthly meetings around observations using the Danielson framework
8. The Danielson Framework for Instruction will be used in teacher self-evaluations and reflections (several times over the course of the year)
9. Staff and student surveys will be used to determine where instruction needs improving
10. Understanding by Design and the Universal Design for Learning models will be used when writing curriculum so as to support Domain 3 of the Danielson Framework
11. A corrective instructional plan will be used to revise curriculum
12. Instructional Coach will observe teachers and provide feedback based on Danielson indicators

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).

- 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).
- Parent Orientation (September 25, 2013) 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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 100% of the teachers will work in partnership with a college university by facilitating a college trip or implementing an internal classroom partnership with the college/university in order to support college/career readiness goals.

Comprehensive Needs Assessment

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

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 an on-going basis to assess their success and growth within the academic and behavioral components.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- o **Strategies/activities that encompass the needs of identified subgroups**

Activity #1

Assistant Principal and Program Director conferenced to review the Chancellor's Rubric for academic and personal behaviors and additionally reviewed the PPT/CBO developed measuring tool for students to evaluate best practices and academic accomplishments. This measuring tool will be utilized during students' academic meetings with advocate counselors.

Activity #2: Academic and Personal Behaviors Lesson Plan

Strategies/activities that encompass the needs of identified subgroups

- Program Director facilitated meeting with CBO staff which reviewed lesson plan and measuring tool.
- Full staff speed conferencing meeting which reviewed lesson plan and measuring tool.
- Teachers and advocate counselors will co-teach 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 an on-going basis based on these expectations.

Activity #3: Advisory

Strategies/activities that encompass the needs of identified subgroups

- Incorporate Chancellor Walcott’s city-wide instructional expectations around Academic and Personal Behaviors into the core Curriculum of weekly Advisory. Focus Advisory activities and lesson plans around Persistence, Engagement, Work Habits/Organizational Skills, communication/Collaboration Skills and Self- Regulation

Activity #4: “I Will Graduate” Campaign

Strategies/activities that encompass the needs of identified subgroups

- This year Brooklyn HS for Leadership and Community Service will work in partnership with the “I Will Graduate” Campaign where students are rewarded for credit accrual and attendance. 24 students each cycle will be invited to attend a recording of BET’s 106 & Park wearing the “I Will Graduate” t-shirt.
- Students will participate in an “I Will Graduate” activity during one of the monthly community meetings where the “I Will Graduate” pledge will be read aloud. Then students will work in their advisory groups to create action plans on how they intend on accomplishing their graduation goals. After each advisory has shared their action plans, all students will receive the “I Will Graduate” bracelet.

○ **Key personnel and other resources used to implement each strategy/activity**

- Assistant Principal
- Program Director
- Counseling Team members (CBO) who provide attendance outreach, academic counseling and case management to all students.
- PPT Team
- All School Staff

- All Students

○ **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. On-going evaluation and measurement of Tool in gauging Students’ Academic and Personal Behaviors
2. Increase awareness and expectations of Chancellor’s Regulations by all students
3. On-going evaluation and assessment of Advisory
4. Posters will be displayed around school promoting the BET’s 106 & Park incentive
5. Increase and on-going awareness of BET’s 106 & Park incentive during advisory
6. Posters of the “I Will Graduate” pledge will be displayed around the school

○ **Timeline for implementation and completion including start and end dates**

September 2013

Community meeting; LTW biweekly seminar and data assessment of student attendance and progress; monthly administrative team meetings; monthly Speaker's Bureau presentations; College trips; SLT meeting; PPT meeting; Case Conferencing Meetings; Weekly advisory Period facilitated by Advocate Counselor

October 2013

Community meeting; LTW biweekly seminar and data assessment of student attendance and progress; monthly administrative team meetings; monthly Speaker's Bureau presentations; College trips; SLT meeting; PPT meeting; Case Conferencing Meetings; Weekly advisory Period facilitated by Advocate Counselor

November 2013

Action Plan meeting for Lesson Plan rollout; Community meeting; LTW biweekly seminar and data assessment of student attendance and progress; monthly administrative team meetings; monthly Speaker's Bureau presentations; College trips; SLT meeting; PPT meeting; Case Conferencing Meetings; Weekly advisory Period facilitated by Advocate Counselor

December 2013

Lesson plan focusing on Academics and Personal behaviors commenced on December 5,2013, College Week December 9-13; College Night December 12; I Will Graduate" Campaign- trip; Trip to Museum with History teacher; Community meeting; LTW biweekly seminar and data assessment of student attendance and progress; monthly administrative team meetings; monthly Speaker's Bureau presentations; College trips; SLT meeting; PPT meeting; Case Conferencing Meetings; Advocate Counselor/Student academic counseling sessions that utilize the personal behavior's tool; Weekly advisory Period facilitated by Advocate Counselor

January 2014

Community meeting; LTW biweekly seminar and data assessment of student attendance and progress; monthly administrative team meetings; monthly Speaker's Bureau presentations; College trips; SLT meeting; PPT meeting; Case Conferencing Meetings; Advocate Counselor/Student academic counseling sessions that utilize the personal behavior's tool; Weekly advisory Period facilitated by Advocate Counselor

February 2014

Respect for all Week; Community meeting; LTW biweekly seminar and data assessment of student attendance and progress; monthly administrative team meetings; monthly Speaker's Bureau presentations; College trips; SLT meeting; PPT meeting; Case Conferencing Meetings; Advocate Counselor/Student academic counseling sessions that utilize the personal behavior's tool; Weekly advisory Period facilitated by Advocate Counselor

March 2014

Community meeting; "I Will Graduate" trip; LTW biweekly seminar and data assessment of student attendance and progress; monthly administrative team meetings; monthly Speaker's Bureau presentations; College trips; SLT meeting; PPT meeting; Case Conferencing Meetings; Advocate Counselor/Student academic counseling sessions that utilize the personal behavior's tool; Weekly advisory Period facilitated by Advocate Counselor

April 2014

Overnight College Trip; Community meeting; "I Will Graduate" Campaign; LTW biweekly seminar and data assessment of student attendance and progress; monthly administrative team meetings; monthly Speaker's Bureau presentations; College trips; SLT meeting; PPT meeting; Case Conferencing Meetings; Advocate Counselor/Student academic counseling sessions that utilize the personal behavior's tool; Weekly advisory Period facilitated by Advocate Counselor

May 2014

Community meeting; "I Will Graduate" Campaign; LTW biweekly seminar and data assessment of student attendance and progress; monthly administrative team meetings; monthly Speaker's Bureau presentations; College trips; SLT meeting; PPT meeting; Case Conferencing Meetings; Advocate Counselor/Student academic counseling sessions that utilize the personal behavior's tool; Weekly advisory Period facilitated by Advocate Counselor

June 2014

Community meeting; "I Will Graduate" Campaign; LTW biweekly seminar and data assessment of student attendance and progress; monthly administrative team meetings; monthly Speaker's Bureau presentations; College trips; SLT meeting; PPT meeting; Case Conferencing Meetings; Advocate Counselor/Student academic counseling sessions that utilize the personal behavior's tool; Weekly advisory Period facilitated by Advocate Counselor

- Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. All CBO staff including 6 Advocate Counselors, and oversight by Program Director and Assistant Program Director
2. PPT Meetings
3. Academic Meetings
4. Advisory – All Students to participate in on-going Academic and Personal Behaviors, Advocate Counselors will continue to remind students of the “I Will Graduate” incentive to BET’s 106 & Park

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).

Parents will be called through Global Connect to receive announcements on school activities and reminders for PA meetings.

Parents will receive surveys at Parent Orientation held in September 25, 2013 and in June’s PA meeting for services satisfaction.

- 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).
- Parent Orientation (September 25, 2013) 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 Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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.)
<p>ELA</p>	<p>Student support services are provided through:</p> <p>Team Teaching and tutoring through extended time, student lunch period before and afterschool;</p> <p>Professional External Partnerships with teaching artists, who team teach on a weekly basis:</p> <ul style="list-style-type: none"> - EVC - DCTV <p>Technology is infused into the curriculum; Smart boards are used in every classroom; laptop carts are available; Desktop computers and multiple printers are in every classroom;</p> <p>Coach who supports teachers to ensure UDL Strategies 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;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 Regents support computer courses which was developed by DOE Office of Multiple pathways to</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>Education; San Francisco State University Roots of Success for High Schools environmental literacy course for college and career readiness; Apex Online Courses; Vocabulary integration into daily lessons; Workshop model lesson plan template; Understanding by Design;</p>		
<p>Mathematics</p>	<p>Student support services are provided through:</p> <p>Students receive tutoring extended time, student lunch period and afterschool;</p> <p>Technology is infused into the curriculum. Smart boards are used in every classroom; 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</p> <p>Workshop model lesson plan template; Understanding by Design ;Castle Learning; online regent's support program; Khan online blended learning in classroom ; Apex blended learning courses</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>Science</p>	<p>Student support services are provided through:</p> <p>Tutoring, extended time, student lunch period and after school; Technology-infused curriculum. Roots of Success for High Schools environmental literacy course for college and career readiness; Robotics course/Partnership with City Tech supported by newly hired IT technician ; 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</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>

	into curriculum; Castle Learning; Vocabulary integration into daily lessons; Workshop model lesson plan template; Understanding by Design;		
Social Studies	<p>Student support services are provided through:</p> <p>Reduced class size; Team Teaching ; Tutoring, extended time, student lunch periods and after school.; 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</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.	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.)	<p>The Guidance Counselors work with students individually to provide ongoing counseling to support student's academically and ensure that students are accumulating credits. Last year another guidance counselor was hired to further support our students. 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- two of which are MSW; a Learn to Work internship coordinator, a program director who is a NYS licensed LMSW, and an assistant program director who is an MSW. In addition, two social work interns from Hunter are in house three days a week to further support students. Advocate counselors have an approximate caseload of 35 students and support students through advisories and individual counseling. Advocate Counselor's have a 30 minute advisory once a week. We also offer differentiated support groups including a</p>	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

	men's group; woman's group; Dance Rhythm group; College Counseling.		
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

A. All elements of the *All Title I Schools* section must be completed*.

- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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:

- City College (student teachers)
- NYU (research students/future teachers/mentors)
- Touro Collge
- City Tech Robotics
- San Francisco State University Chair and Professor Raquel Pinerhughes for Roots of Success Program
- 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
- 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, including a lead teacher meeting at which teachers practice observing colleagues using the Danielson Framework for Instruction
- Our school provides in-house professional development, collaborative planning and collaborative inquiry work that helps them to become better teacher
- We currently have one Common Core Fellow on staff, our in-house coach
- Partnerships with EVC, DCTV, CityTech, Touro College, NYU, City College, San Francisco State University

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

In order that students will meet Common Core State Standards, teachers will receive professional development around the following Common Core-aligned strategies/activities:

- deconstructing the Standards
- mining the Standards for content and skills
- changing instruction to meet the “instructional shifts” required by the Common Core State Standards
- integrating informational text into instruction across the content areas
- empowering students to achieve “mastery-level” work required by the Standards
- helping students speak to their own understanding of skills required by the Standards
- creation of Common Core-aligned assessments and instructional supports for the purpose of impacting student learning outcomes

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Brooklyn High School for Leadership and Community Service is a transfer school servicing approximately 215 students ages 16, 17, 18, 19, 20 and 21 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 supporting the student’s socio-emotional needs. The six Advocate Counselors are part of our CBO staff and the primary contact for the students on their caseload of approximately 36 students. They are responsible for case management. The Advocate Counselors help to identify students who are in temporary housing, and continually service students whose housing status is in flux.

Our CBO partnership addresses the following needs:

- 31 students in temporary housing: \$3500 has been allocated for emergency supplies
- 36 students with substance abuse issues
- 34 students with mental illness
- 31 legal arrests/pending court cases

We intake students who are young mothers, young fathers, have child care issues, ACS issues, medical issues. Many of our students have experienced trauma (death, violence, domestic violence, etc). To support our student’s needs, our Parent Coordinator allocation is used to fund a CBO social worker who provides resources to our parents.

In addition the school uses funding to support

- Arts and Teaching Partnerships
 - Educational Video Center (EVC) Documentary Film program
 - Hip Hop Reeducation Program in History
- Online learning
 - Achieve 3000
 - APEX learning
 - Compass
- Datacation
 - Communication CBO/Teachers
- Literacy
 - Independent Reading
 - Roots Environmental Literacy
 - Achieve 3000
- Student lunches and trips are funded through budget
- Smaller class size
- An increase in team teaching classes

Laptops carts/computers/smart boards in every room

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers are included in decision-making about assessment measures through:

- Teacher creation of bi-weekly benchmark assessments for students
- Benchmark data analysis (in departments) to identify needed adjustments/revisions to curriculum and instruction
- Department-created common assessments and rubrics to evaluate the learning gaps between what the standards require and what the students know/can do.
- We make use of the instructional coach and the department leads to guide the planning and inquiry process and then further facilitate Professional Development around the curriculum writing process.
- Department Inquiry Projects identify areas of strength and weakness in student work/data and create corrective curricula plans to adjust instruction accordingly to support learning gaps
- Using MOSL results and feedback to create targeted instruction plans where students need improvement

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the

proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

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

- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY 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:

- *Advocate Counselors mail out b-weekly benchmarks home to all parents in order to involve the parents in the students' academic progress.*
- *Advocate Counselors consistently contact parents via phone contact to discuss behavioral issues, academic challenges and successes, school events, and general check-in/updates.*
- *Monthly mail out to parents including Parent Association Invitations, school events, and new initiatives and policies.*
- *Global Connect - system to advise parents about students' lateness and absences.*
- conducting parent-teacher conferences two time per year during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- *Provide parents with all staff directory, including mobile phone numbers for specific Advocate Counselors so that parents have a direct link of communication to their child's counselor.*
- *Parents are asked to attend meetings with Advocate Counselors to discuss on-going issues, challenges and accomplishments.*

- 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;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- *Monthly Parent Association meeting to discuss school events, parental involvement, college advice, parental support including Holiday Dinner on 12.11.13.*
- 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 13	Borough Brooklyn	School Number 616
School Name Bklyn HS for Leadership & Comm Service		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Georgia Kouriampalis	Assistant Principal Janan Eways
Coach NYC Common Core: Sarah Finley	Coach -type here
ESL Teacher Phyllis Mignone	Guidance Counselor Nindja Bazile
Teacher/Subject Area Greg Ziman/English & ESL	Parent Julia Wolfe
Teacher/Subject Area Ricardo Campos/Math	Parent Coordinator Elizabeth Conde
Related Service Provider Nindja Bazile	Other Melanie Moses
Network Leader(Only if working with the LAP team) type here	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 currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	228	Total number of ELLs	5	ELLs as share of total student population (%)	2.19%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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														
Push-In											2	1	2	5
Pull-out											2	1	2	5
Total	0	0	0	0	0	0	0	0	0	0	4	2	4	10

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	5	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	0
SIFE	1	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	2

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	1	0	0	2	1	0	2	0	0	5
Total	1	0	0	2	1	0	2	0	0	5

Number of ELLs who have an alternate placement paraprofessional: 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
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											2	1	2	5
Chinese											0	0	0	0
Russian											0	0	0	0
Bengali											0	0	0	0
Urdu											0	0	0	0
Arabic											0	0	0	0
Haitian											0	0	0	0
French											0	0	0	0
Korean											0	0	0	0
Punjabi											0	0	0	0
Polish											0	0	0	0
Albanian											0	0	0	0
Other											0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	2	1	2	5

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	3	0	1	0
Integrated Algebra	2	0	3	0
Geometry	0	0	1	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	3	0	2	0
Physics	0	0	0	0
Global History and	4	0	1	0
Geography	0	0	0	0
US History and	4	0	0	0
Foreign Language	0	0	0	0
Government	0	0	0	0
Other				
Other				
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								

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 will this data help inform your school’s instructional plan? Please provide any quantitative data available to support your response.

Brooklyn High School for Leadership and Community Service uses data as a tool that helps us to evaluate the success of our program for ELLs. This year, we continue to use 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. Achieve 3000 has been proven to accelerate reading comprehension, vocabulary, and writing proficiency, for all types of learners. In addition, this year we have implemented MOSL (measure of student learning), which is a writing assessment for all students. As part of the MOSL examination process, students view a grade level rubric just prior to taking the exam, then take the appropriate grade-level assessment. The MOSL examination requires the students to read and analyze two reading passages based on their grade level. The English team, the special education team, and the ESL teachers, meet to norm and then ultimately score the MOSL examinations. Teachers revise curriculum or individual student plans, based on strengths and weaknesses, according to the rubric. This writing exam will be administered to the same students, once again, in the spring, in order to measure their growth in writing.

Student	Achieve 3000 Lexile Score
Yunaily Carrasquilla	520
Jose Ruiz Gonzalez	485
Carmen Sibri	220
Andy Collado	685
Jennifer Lopez	Absent

All student scores are under a 3rd grade reading level. This indicates that the ELL students need direct reading instruction, with both decoding and comprehension practice. Instruction should be differentiated with reading and writing scaffolds included in every lesson. One on one tutoring will be offered.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

An initial English language assessment, using the LAB-R, would be conducted only once at the time of the student's enrollment in a NYS school. The LAB-R results will reveal whether or not the student should be classified as LEP/ELL. Brooklyn High School for Leadership and Community Service is a transfer school. Our students are 16 to 21 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. Therefore, historically, we have not had to administer the LAB-R during our intake process.

When examining the NYSESLAT scores of all our ELLs, throughout the years, and what the data patterns seem to reveal to us is that the ELLs who score higher on the NYSESLAT modalities tend to do better in classes which require higher order literacy skills. As our ELLs continue to receive supports, and mandated minutes, as determined by their NYSESLAT scores, each year, they are better equipped to deal with higher-stake tests, like the regents.

The data patterns reveal that students tend to do better in the listening/speaking section than the reading/writing section of the NYSESLAT exam. We have also noticed that there is a correlation between credit accumulation and progression on the NYSESLAT exam. Upperclassmen tend to perform better on the NYSESLAT.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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 currently have a uniform grading policy, and grades for every class are generated in a biweekly progress report and distributed to students. The guidance counselors, 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. In 2012-2013, one of our ELLs passed all

of her state examinations and graduated. In addition, last year, one of our non-graduates moved from intermediate to advanced in both NYSESLAT modalities, and one moved from advanced to proficient.

4. For each program, answer the following:

- a. 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?

Overall we have intermediate and advanced students. Therefore, our students can communicate effectively with teachers and other students. All of our ELLs, at the present time, are very comfortable with English as their mode of communication. Historically and presently our ELLs are not proficient in their home language. The data patterns across NYSESLAT modalities reveal that the students need the most help in reading comprehension and writing. All teachers consider this data and differentiate 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. In addition, students are provided with translation dictionaries in class, and for statewide exams. What we have noticed is that students do not use the dictionaries, although we still provide them. We find that the students' vocabulary in their native language is less-developed.

Brooklyn High School for Leadership and Community Service is a transfer school is on a trimester schedule, that gives over age, under-credited students three opportunities throughout a school year to receive credits. In this accelerated program, in order to insure that the students are periodically assessed, we give benchmark assessments, for each and every class, every two week benchmark period. The benchmark assessment is a way to measure the student's mastery of the material covered in every unit throughout the three cycles. All teachers, with the assistance of the instructional coach, tailors these benchmark assessments, so that all learners, inclusive of SWDs and ELLs, can demonstrate whether or not they have mastered a certain skill that the content-area teacher has been working on. After each benchmark period, the ESL teacher does a benchmark analysis of the ELL students' progress reports. The ESL teacher analyzes the data, then calculates the passing rate for each ELL student, as well as the total passing rate for the ELL subgroup. The ESL teacher utilizes the data to identify each student's academic progress. Then, in collaboration with the the content area teachers and academic coach, the ESL teacher designs academic intervention plans for each ELL student accordingly.

These assessment analysis' reveal that the ELL students, who do attend school on a regular basis, are doing well. The data also alerts the ESL teacher which classes that an ELL student may need more support. For example, the ESL teacher may decide to support the student by pulling-out and giving them one to one instruction, or the ESL teacher can support the teacher with some ELL strategies so that the student could better access the subject matter, for example, a pre-vocabulary assessment, or a better way of organizing the notes for the specific student, graphic organizers, to better help the student manage the data .

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?

At the beginning of the school year, once the ELL count is determined, the ESL teacher pulls the ATS reports, such as the RLAT, the RNMR, and the RYOS, in order to determine the student's NYSESLAT scores, breakdown of modalities, and years of service, received as an ELL. The ESL teacher also pulls an exam history report, to get a better picture of which subjects the student may need the most support. The Parent Coordinator informs the ESL teacher to any prospective ELLs that came in during the intake process. During intake there are several interviews and assessments given to the students. The CBO staff gathers information about new students from the interview with the student, as well as from the interview with the parent/guardian. The ESL teachers introduce themselves to any new ESL students during the first day of school/orientation period. The ESL teacher gathers information from the Parent Coordinator and the Advocate Counselors about the new ELL students, such as educational history, background, parent's preferred language of written communication, and any other pertinent information that will best help support the individual student. This information, about specific ELL students, is also turn-keyed to content-area teachers, who have that certain student in his or her class. Returning ELLs' information is also updated once the ESL teacher touches base with him/her. Teachers make available any type of language supports that an ELL student may need (translation dictionaries, internet access, Spanish-English glossaries at the back of text-books).

Teachers are informed of student's proficiencies in English, as well as their home/native language. We have bi-weekly meetings, focused PDs for ELL/SWD supports with counselors and all teachers for updates on ELLs' progress, and any problems that students may be encountering. Other communications include: , weekly whole staff speed conferencing meetings, E-Mail, bi-weekly SIT/PPT

meetings, weekly professional development, on-going e-mails by the ESL coordinator, and bi-weekly ESL meetings.

7. 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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Brooklyn High School for Leadership and Community Service runs on a trimester that includes 5 benchmarks per cycle. Every benchmark (approximately every 2 weeks), all students, inclusive of ELL's, take assessments in each class. The students then receive a progress report for each benchmark. The ELL lead reviews the ELL students' progress reports and completes a data analysis that reveals individual students' progress in each course as well as their passing rate. This gives the ESL teachers a better understanding of exactly where their students may need extra support, and which students are in danger of failing certain classes. At the end of every cycle, a Cycle analysis is completed and analyzed for each ELL student, so that we get a better understanding of where are ELLs are encountering difficulty. In order to foster student success, the data analysis results help us identify ELL students' academic challenges and drives our planning as a team. This year, as per the teacher effectiveness initiative, we administered the MOSL (Measure of Student Learning Exam). This assessment provides feedback on student capacity around the skills required by the CCLS. The results are used to identify learning gaps and adjust instruction for ELLs accordingly.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Brooklyn High School for Leadership and Community Service is a transfer school for over-age, under-credited youths with a history of truancy. Our students are 16 to 21 and our student intake process is thorough. Our intake process starts when the student is called from the waiting list. The student is invited with the parent or guardian to an information session where the student and parent will learn about our school. We ask the parent or guardian to bring the student's transcript, birth certificate, immunization record and proof of address to the information session. If the student is interested in our school, the student and parent will fill out an application where we inquire about the student's academic history as well as the home language. The student will take an English and Math placement test in order to get their Reading and Math scores. We schedule the family to return for a family intake with a Social Worker and an individual interview with an Advocate Counselor. During this time we review student's transcript and inquire if the student has received any Bilingual classes. 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

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.

During the intake process our Advocate Counselors and Parent Coordinators conduct multiple meetings with students and parents of prospective students. If the student is an ELL, according to their program, which is already in place from their former school, then the parent is informed of the ESL program that we provide at Brooklyn High School for Leadership and Community Service, which is Freestanding ESL. Our ESL program is explained to the parent and the student during the intake process, and any follow-up meetings before the student is accepted into our program. After reviewing the other options, and when the parents fully understand the other options: Transitional Bilingual, Dual Language, and then the Parent Coordinator can assist families that may be in search of a different program for their child. Currently, with 5 ELL students, we do not have a large enough ELL population to establish a TBE or Dual Language program. If the parent accepts the placement in our school, which offers Freestanding ESL, then the child begins school and follows the ESL program support, which we design, based on their proficiency levels and mandated minutes. By the second week of school, roughly September 24th, all parents receive Continued Entitlement letters, in both the home language, and in English, which informs them that their child's ESL program is in place. The ESL teacher calls the parents to make sure that they have received the letter, and to make sure that they are still in agreement with the Freestanding ESL program offered at the school. If a parent would like an explanation of the other options again, the ESL teacher can set up an appointment with the parent to meet face to face, and include the Assistant Principal, Guidance Counselor, Advocate Counselor, and Parent Coordinator, at the proposed meeting.

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 update meetings and events. We also have staff members who are fluent in Italian, Spanish, Haitian Creole, Dutch, 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.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

In the months of September-October, as we receive more students (we have rolling admissions), we determine the ELL population. Our ESL Coordinator, Phyllis Mignone, sends the Continued Entitlement Letter to the parent in both languages. A copy of each letter is maintained on file with the ELL coordinator. We only send out continued entitlement letters because our school offers a freestanding ESL program. Brooklyn High School for Leadership and Community Service is a transfer school. Our students are 16 to 21 and all of our students come to our school from another high school.

The Parent Coordinator informs the ESL teacher to any prospective ELLs that came in during the intake process. During the first days of the new school year, school, once the ELL count is determined, the ESL teacher pulls the ATS reports, such as the RLAT, the RNMR, and the RYOS, in order to determine the student's NYSESLAT scores, breakdown of modalities, and years of service, received as an ELL.

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.

The ELPC screen in ATS is updated within 20 days of the student's start date, if there is any change in language preference in the home, and also to make sure that the information, carried over from the first high school attended is correct. During intake home language and language preference for any written correspondence, is determined after parents are interviewed. Brooklyn High School for Leadership and Community Service is a transfer school. Our students are 16 to 21 and all of our students transfer f 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 2013-2014 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.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Phyllis Mignone, dually certified in Foreign Language and ESL, and Greg Ziman, dually certified in English and ESL, are serving as ESL teachers, and are 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 and Mr Ziman facilitate all ELL instruction according to mandated minutes and student need. Part of that facilitation and their positions as the ELL instructors are administering the New York State English as a Second Language Achievement Test (NYSESLAT). Ms. Mignone and Mr Ziman run 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, graduated and tested out of ESL, and the other moved up from an intermediate learner to an advanced learner.

6. 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.) 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. 
- 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. Elizabeth Conde, MSW, our PA president- Ms. Julia Wolfe, and. Also, our CBO is in constant communication with parents and is readily available with support as needed.

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

Although a student's ELL program is already set from their previous school at the time of intake, our ELL teacher will review all of the choices with parents. Eligibility letters will also be sent home to parents and collected by our ELL teacher. As we have a small ELL program with only five ELL students 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.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- 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])?

We offer a Freestanding ESL program. Ms. Mignone and Mr. Ziman are currently pushing in to US History and English Classes a pulling out students, as necessary, arranged around the mandated instructional units of support. Students are ungraded and grouped heterogeneously. There is currently one SIFE students, and there are no students who have been in US schools for less than three years.

Students are grouped strategically in their classes – paired with non ELL students at times and with other ELL students at times. Programmatically, ELL students do not travel as a whole group but are strategically placed so as to optimize push-in/pull-out supports.

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)?

Guidance counselor, Nindja Bazile, creates a chart every cycle to calculate the number of minutes for each student per week. Each ELL student has an ELA class as well as the mandated instructional minutes of ESL. Our intermediate students receive from 360 to 440 minutes of ESL instruction as well as 275 minutes per week of ELA instruction. Our advanced students receive 275 minutes of ELA instruction and 275 minutes of ELA instruction. We do not offer NLA instruction. It is typical for our students to receive more minutes than required by the NYS CR Part 154.

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 foster language development and meet the demands of the Common Core Learning Standards.

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 (currently, intermediate, or advanced). The ESL teachers are available to the student in programmed classes for assistance. The ESL teacher also makes him/herself available to students, as needed, for any other content material. This assistance can come before and after school, and during lunch. ESL teachers also support content area teachers during weekly professional development sessions around common core shifts and inquiry. By working closely with the different content area teachers, as a team, possible academic misunderstandings, academic vocabulary, are anticipated and strategies are developed to support ELLs.

In the content areas, instructional approaches/methods used with ELLs include

- o Context clue work for difficult vocabulary
- o Prior vocabulary assessment
- o Read Aloud with modeling of literacy strategies
- o Graphic organizers for writing supports
- o If needed, textbook glossary and Spanish translation dictionaries
- o One on one direct reading instruction
- o Speaking and listening activities such as Socratic Seminar, presentations, etc.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

At the present time, our five ELLs all entered our school with the same program in place: Freestanding ESL. After evaluating their transcripts, from their former high school, and consulting with their parents during intake, and sending out the continued entitlement letter, we have found that our five students are suited for the freestanding ESL placement. Our students are not proficient in their home languages to be evaluated in their native languages, at the present time. If the need arises and we would have the correct amount of students, then we would open up a class for either TBE or Dual Language, as well. If needed we can also use the translation services if an exam needed to be translated in the Native Language. Also our textbooks have a Spanish/English glossary, and if needed we could order certain assessments in the native language (Regents, textbook unit exams, etc.). Our ELL's are not proficient in their native language and have appropriate testing modifications available, including translation dictionaries, and time and a half for all state exams.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

All ELLs have the support of two ESL teachers. Ms. Mignone and Mr. Ziman are programmed in their content classes to push-in and pull-out, for support, and to ensure that their English progress is continually monitored and developed. The ESL teachers, when working with the ELL students monitor their progress in Listening, Reading, Writing, and Speaking. In addition, the ESL teachers and the Guidance Counselor for the ELL/SWD students meet twice a month to analyze their progress in all classes, based on their performances in class and on the periodic benchmark assessments. Benchmark assessments, in all classes can test any of the modalities: reading, writing, speaking, and/or listening. The ESL teachers also meet with the content teachers, periodically, and are informed about the student's progress, and which skill or modality, may need additional support. The ESL teachers make content comprehensible to our 5 ELLs 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.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. For SIFE students we consider how standards and the curriculum can be adapted so that those students learn critical material in a way that is effective, accessible, and age-appropriate. We basically assess where the SIFE student is at academically, as well as linguistically. We also try to analyze or decipher the extent of their formal education in their country, so that we can best support them in all content areas. We also are able to better communicate the anticipated problem areas and students' history with all staff.

b. At the moment we do not have any newcomers, but in the future we will adjust our program to meet the needs of these students by assessing their language abilities, in both English and the Native Language, to determine how to best support them.

c-d 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 teachers are in continual communication with all the ESL student's teachers, their advocate counselors and their parents. Ms. Mignone and Mr. Ziman also supports students by

tutoring

before and after school hours, as well as during lunch.

e. Former ELLs, after 1-2 years of testing proficient, are still provided with testing accommodations, on state-wide exams. We still monitor their classroom performances, and continue to make available any type of classroom supports that will help them to be successful.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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. Achieve 3000 is a literacy program that delivers leveled reading materials to students based on their Lexile Score. The program offers on-grade level texts for engagement and then "stretch texts" to push their literacy level further. Foundational literacy skills are focused on in the accompanying activities as well as more advanced practice that is aligned to the CCLS. Achieve 3000 is a computer-based program that students can access in the classroom or at home. Our ELL's are currently working with Achieve 3000 in their English classes and separately with their ELL teacher. 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. ESL teachers work with the content area teacher to best support them in classes where they may be having difficulty. Teachers differentiate for the different learners and help make material matter comprehensible to ELL's, SWD's, and all types of learners. We also utilize smart boards, desktop computers and laptop computers, which are available for every classroom, in order to enhance the learner's experience through diverse modes of instruction by using video, image, and interactive software to allow ELL learners to access all aspects of the curriculum.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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. However, if we do have ELLs with disabilities in the future, these students would receive a program that includes modifications and supports identified in their IEP. Students are scheduled based upon credit needs and also their mandated contact minutes with ESL support. Students with disabilities would receive push-in / pull-out interventions in a team teaching model that employs supports for all learners across content areas.

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:			

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	45 minutes per day	45 minutes per day	45 minutes per day

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

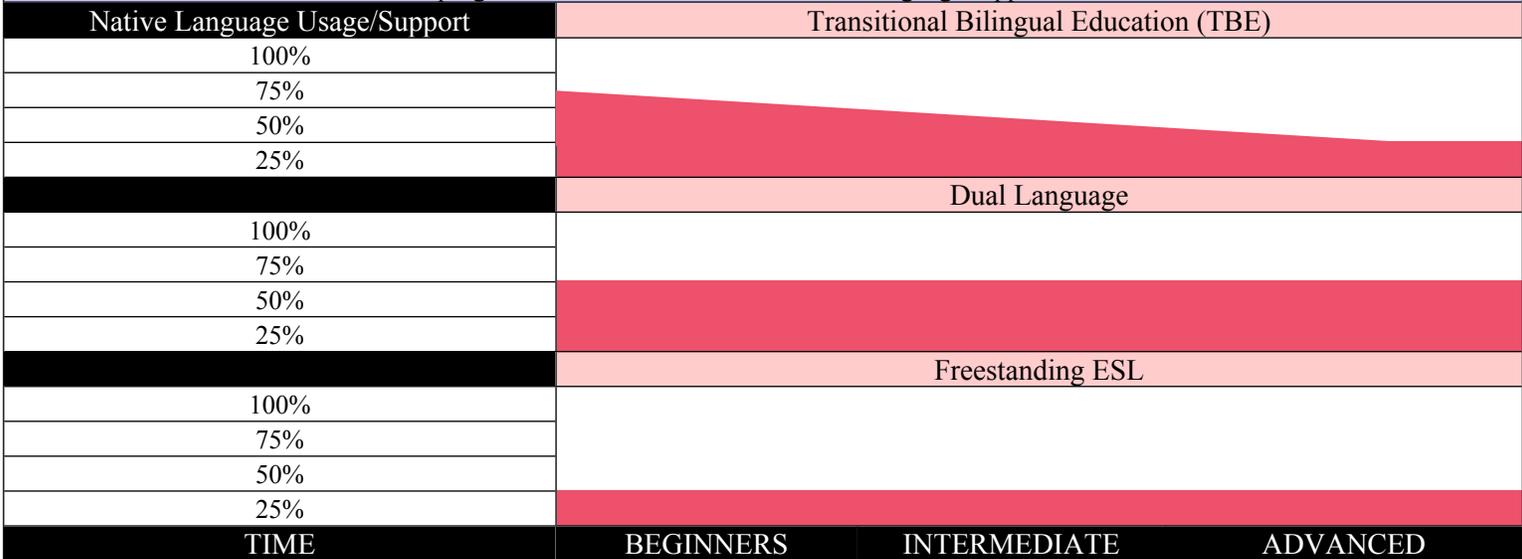
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. 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.

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 - All 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 teachers assess 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 have an advocate counselor (with an approximate caseload of 34 students) who helps to direct their students socially, emotionally, and academically. We also have two guidance counselors, four MSWs on staff, a campus School Based Support Team, and a rich Learn to Work (LTW) internship program and a Learn to Work internship coordinator. Additionally, we have an on site related service provider, and offer US History, Global History, and English CTT courses. One to one tutoring is available before and after school hours, and flourishes during student lunch. Our students have access to screened volunteer tutors provided by the CBO, our partner here at Leadership. One of our ELLs is currently taking advantage of this program. Last year this tutoring service helped another ELL student to pass her remaining Regents exams and ultimately graduate High School. 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:

English Language Arts-

Student support services are provided through:

Team Teaching and tutoring through extended time, student lunch period before and afterschool;

Professional External Partnerships with teaching artists, who team teach on a weekly basis:

- EVC
- DCTV

Technology is infused into the curriculum; Smart boards are used in every classroom; laptop carts are available; Desktop computers and multiple printers are in every classroom;

Coach who supports teachers to ensure UDL Strategies 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; Education Video Center documentary curriculum which incorporates:

- Literacy
- Writing
- Technology

The Connected Foundations digital literacy English and Regents support computer courses which was developed by DOE Office of Multiple pathways to Education; San Francisco State University Roots of Success for High Schools environmental literacy course for college and career readiness; Apex Online Courses; Vocabulary integration into daily lessons; Workshop model lesson plan template; Understanding by Design;

Mathematics

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; 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 learning courses

Science Student support services are provided through:

Tutoring, extended time, student lunch period and after school; Technology-infused curriculum. Roots of Success for High Schools environmental literacy course for college and career readiness; Robotics course/Partnership with City Tech supported by newly hired IT technician ; 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;

Social Studies

Student support services are provided through:

Reduced class size; Team Teaching ; Tutoring, extended time, student lunch periods and after school.; 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

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 and ensure that students are accumulating credits. Last year another guidance counselor, dedicated to ELL and SWD services, was hired, to further support our students. 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- two of which are MSW; a Learn to Work internship coordinator, a program director who is a NYS licensed LMSW, and an assistant program director who is an MSW. In addition, two social work interns from Hunter are in house three days a week to further support students. Advocate counselors have an approximate caseload of 35 students and support students through advisories and individual counseling. Advocate Counselor's have a 30 minute advisory once a week. We also offer differentiated support groups including a men's group; woman's group; Dance Rhythm group; College Counseling.

For SIFE students we consider how standards and the curriculum can be adapted so that those students learn critical material in a way that is effective, accessible, and age-appropriate. We basically assess where the SIFE student is at academically, as well as linguistically. We also try to analyze or decipher the extent of their formal education in their country, so that we can best support them in all content areas. We also are able to better communicate the anticipated problem areas and students' history with all staff. At the moment we do not have any newcomers, but in the future we will adjust our program to meet the needs of these students by assessing their language abilities, in both English and the Native Language, to determine how to best support them. 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 teachers are in continual communication with all the ESL student's teachers, their dvocate counselors and their parents. Ms. Mignone and Mr. Ziman also supports students by tutoring before and after school hours, as well as during lunch. Former ELLs, after 1-2 years of testing proficient, are still provided with testing accomodations, on state-wide exams. We still monitor their classroom performances, and continue to make available any type of classroom supports that will help them to be successful.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our current ELLs have a very high passing rate. In fact during benchmark 3 of Cycle 1, the ESL students had a 93% passing rate. So far it has been a very successful year. They have classes on their programs which are co-taught. The extra support in the classroom allows them to keep up with the work, and if something is challenging, there is almost always another teacher on hand to clarify any misunderstanding. We also look at benchmark/progress reports every two weeks, so that if there is a problem in one of their classes, it can be addressed before it becomes a bigger problem. We look at NYSESLAT scores and passing/failing grade data, both using a benchmark analysis protocol during teacher inquiry meetings and attendance/credit/grade data during weekly full staff meetings. ESL students are also "pulled out" for instruction, whether it be one on one, or small group (3-4) instruction. The ELLs also meet with their guidance counselor, advocate counselor, and ESL teachers and their progress is monitored and any problems with learning can be addressed, with the content area teacher.

11. What new programs or improvements will be considered for the upcoming school year?

At the moment we are reviewing data from the MOSL (Measure of Student Learning) and planning for additional supports around the common core shifts.

12. What programs/services for ELLs will be discontinued and why?

We are not planning to discontinue any programs or services for ELLs.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

We have a myriad of programs with entry point for all learners. After school and supplemental programs include: art club, fitness club, tutoring, College Bound , EVC and DCTV film courses, Speaker's Bureau, and Learn to Work internships. We also

have partnerships with NYU, CITY College, City Tech and Hunter College.

Through our film program, students create short documentary films about bullying, culture, language, respect . One of our ESL teachers facilitates a film course of which ELL students participate and have created several films about their heritage, cultural and linguistic backgrounds. These films are showcased during school-wide film screenings. Last year in June 2013, two ELLs were selected to represent our school at our CBO , Brooklyn Community Services' Gala at the Hyatt in Manhattan. The students' film raised funds and awareness for Hurricane Sandy Survivors in Coney Island.

Additionally, we expanded our digital learning program and have continued with more course offerings this year. We have partnered with The Connected Foundations and offer digital literacy English courses, one of which is taught by our ESL teacher. These courses are developed by DOE Office of Multiple pathways to Education, of which ELL students are active participants. We also offer an APEX digital learning program, which is facilitated by one of our ESL teachers of which ELLs also participate. This year, we piloted San Francisco State University Roots of Success for High Schools environmental literacy course for college and career readiness, and all ELL students are welcomed.

Last year, continuing this year, we have monthly "Speaker's Bureaus" workshops that encourage, educate and expose students to a myriad of career paths. At Speaker's Bureau, guest speakers facilitate group presentations to students that focus on the speaker's career path and overcoming obstacles. ELLs and all students are encouraged to attend this monthly workshop.

We are growing a rich college bound culture which includes the following activities for the 2013/2014 school year:

- The school has implemented since 2010 the College Bound Initiative that works with senior level students and focuses on the college process and career pathways. This year the College Bound Initiative Advocate Counselors will organize a school wide college trip to SUNY Cortland and Tompkins Cortland Community College to motivate students to continue to maintain strong attendance. Students with strong attendance and strong academics will be nominated to attend the Overnight College Trip as an incentive to encourage students to reach their goals.
- CUNY Black Male Initiative trip in October to York College coordinated by Guidance Counselor and two history teachers
- Robotics Partnership and trip to City Tech College in October coordinated by Robotics Teacher
- Trip to Pratt Institute in September coordinated by Art Teacher
- Trip to Kingsborough Community college co-lead by Special Education Teacher and Advocate Counselors in November
- Trip to Brooklyn College co-lead by Special Education Teacher and Advocate Counselors in November
- CBO Team implemented College Week from December 9 through December 13 to promote attendance, college information and motivational activities for all students. College Week included motivational speakers, both from the community and via alumni graduates. College Week will also included a College night where both students and parents will be invited to attend informational sessions around college planning, applications, deadlines, FAFSA, etc.
- New York University Partnership; two NYU students will serve as mentors
- City College Partnership/Student Teacher Provided

In addition, this year Brooklyn HS for Leadership and Community Service is working in partnership with the "I Will Graduate" Campaign where students are rewarded for credit accrual and attendance. 24 students each cycle will be invited to attend a recording of BET's 106 & Park wearing the "I Will Graduate" t-shirt. Our first trip to 106 and Park included an ELL student.

To further support the holistic education and foster post secondary plans for all students, inclusive of ELLs, the following recognition and incentives have been made available:

- Monthly Awards ceremonies are held during regular Community Meetings to recognize student improvements and

excellent attendance. Monthly meetings include the entire school community and allow students to be recognized by their peers and celebrate others' success.

- 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. An example of a Cycle 1 trip was an afterschool CBO trip to see a NETS Basketball Game.
- Advisory celebration on a monthly basis for advisories with the highest attendance.
- Recognition in the form of Teachers calling parents in addition to the Advocate Counselors to support student academic success and interventions that ultimately support daily attendance.
- College Incentives:
 - o College Night held to acquaint students and parents with opportunities for information, admissions staff, meeting alumni, and the application/financial aid process
 - o College Week – opportunities for information, meeting alumni, and the application/financial aid process
 - o Overnight College Trip – expose students to different environments and different areas of study to help them recognize the best fit for their individual needs

Programs are offered to all students. Additionally Advocate Counselors, Parent Coordinator, Teachers, Administrators recommend students to attend afterschool and supplementary programs. During the weeks leading up to Regents Exams, students receive personal invitations, from guidance counselors, to attend tutoring sessions. All adults work to follow-up with students to encourage participation, membership and attendance at programs.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Technology is infused into the curriculum. Smart boards are used in every classroom; Laptop Carts are in every classroom; Desktop computers and multiple printers are in every classroom. Achieve 3000 digital literacy program – baseline assessment for entire school to determine literacy levels of all students. Castle Learning is also an online regent's support program that is available to our ELLs. This year we have implemented Connected Foundations/Digital Literacy courses, which scaffold learning through the use of video, music, podcast, and visuals. The course empowers the students to self-manage their progress, while having teacher facilitators supporting them. Students can work at their own pace.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

At the present time we offer a freestanding ESL program to our five ELL students. Our students are not proficient in their home language and prefer instruction to be delivered in English. If needed we can also use the translation services if an exam needed to be translated in the Native Language. Also our textbooks have a Spanish/English glossary, and if needed we could order certain assessments in the native language (Regents, textbook unit exams, etc.).

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

We are a transfer school serving 16-21 year olds. We must be mindful of students' eligibilities for a high school diploma. Guidance and Advocate counselors are in constant discussion with students regarding their credit accumulation and regents progress. Teachers complete a benchmark for all of the classes they teach, every two weeks, and the ESL teacher does her own individual benchmark analysis for each ESL student.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Brooklyn High School for Leadership and Community Service is an ungraded transfer school for coverage 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 scenario 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, Art Class, Forensics, Robotics.

18. What language electives are offered to ELLs?

Currently Italian 1 & Italian 2 are the language electives offered to all students. The language class covers Italian Art, Language, and Culture.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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 here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. The professional development plan for all ESL, content area, and special education teachers at the school is centered on Danielson's Framework for Instruction indicators 1b (Demonstrating Knowledge of Students), 1c (Setting Instructional Outcomes), 1e (Designing Coherent Instruction), 1f (Designing Student Assessments), 3c (Engaging Students in Learning), and 3d (Using assessment in Instruction). ELL teachers learn to pre-assess where our ELL students are at, craft personalized instruction plans and accommodations, and differentiate lessons to engage ELLs in the learning environment. In addition, the ELL coordinator regularly meets with the guidance counselor and the assistant principal regarding ELL data as well as the ways in which we can best support our ELL population academically and programmatically. ELL teachers learn the importance of assessment, both formative and summative, in determining where student skill needs are occurring. Teachers then use that assessment data to determine where to shift course, instructionally. This year, the following professional development sessions will and have taken place:

9/24/2013 – Creating an Environment of Respect and Rapport – Teachers will engage in a sharing of best practices and goal setting towards respecting all learners and creating a community of support in the classroom. Teachers will set respect/rapport goals.

10/7/2013 – ELL Training for Instructional Staff – Teachers will receive information on ELLs mandated minutes of push-in support and NYSESLAT scores. Teachers will be provided with scaffolding and accommodation materials so as to differentiate instruction to meet the needs of ELL students.

1/2/2014 – Demonstrating Knowledge of Students – Teachers will practice setting tiered learning objectives in their lessons so as to support ELLs with appropriate resources and a pathway for increasing capacity around foundational reading and writing skills

1/23/2014 – Demonstrating Knowledge of Resources – Teachers will receive resources to access reading and writing supports for ELLs in the form of leveled texts, graphic organizers, and instructional videos that students can access on their own as needed.

2/13/2014 – Designing Coherent Instruction – Teachers will practice sequencing instruction so as to build capacity around foundational reading and writing skills, including how to support and scaffold at first and then how to gradually release responsibility to encourage independent mastery

4/10/2014 – Using Questioning and Discussion – Teachers will write lessons to incorporate questioning and discussion as a way to engage ELL students with the content using language and higher-order thinking questions.

5/15/2014 – Using assessment in Instruction – Teachers will analyze assessment results to identify skill gaps for ELLs and revise/rewrite instructional plans accordingly so as to best support those students

2. The professional development that is offered to teachers of ELL in supporting their engagement with the Common Core Learning Standards focuses on deconstructing the standards to parse out content and skill requirements of the Standards. Once teachers determine the exact content and skill parameters of the standards, they are able to shape curriculum based on the ELL students' skill strengths and weaknesses. There is a special focus on the matter of text complexity and literacy across the content areas. ELL teachers are equipped with knowledge of what makes a text "complex" and literacy strategies to both scaffold difficult texts for students and then to increase student independence around complex text work.

o Teachers will complete CCLS Deconstruction Chart for all assessed Standards in their course. Teachers will parse out the content and skills for each standard so as to determine which scaffolds/sequence of instruction will best support ELLs

o Teachers will complete a Text Complexity Activity where they "do the standards" using a text. Teachers will understand what the CCLS reading standards require of students so that they might be able to determine which resources would best support ELL students

o Teachers will create a multi-level CCLS-aligned assessment that addresses requirement of the standard but is accessible to all students. Teachers will research resources to use in supporting student's navigation of the assessment.

3. N/A

4. Facilitated by our ELL teacher and instructional coach, 7.5 hours of ELL training will be incorporated into the weekly professional development plans for all staff. Records are maintained via the instructional coach both with the PD calendar and the sign-in sheets/PD materials. Master binders of sign-ins/materials are kept as well as personal teacher portfolios of training materials.

Records are reviewed with the principal at weekly supervision meetings.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

1. 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 on 9/25/13 initiates a formal orientation to school staff, programs and opportunities for parental involvement. The school principal, assistant principal, program director, and assistant program director/parent coordinator provides 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. Parent Orientation materials for this year included Mission and Vision of Brooklyn High School for Leadership and Community Service, common Core FAQ, Student Handbooks, Benchmark dates for 2013-2014, Regent Calendar for 2013-2014, Advocate Counselor contact details, Expect Success Parent Guide, and a Parent Survey to identify parental interests, workshops and activities.
- Throughout the school year we will provide assistance to parents in understanding City, State and Federal standards and assessments. At Parent Orientation Night the common core standards are reviewed, with parents. Also during general monthly PTA meetings, instructional information, curriculum, and common core shifts are explained to parents. The parent coordinator is also bilingual and translates and provides information to parents as needed.
- 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. Bilingual Social Worker conducts family interviews during intake so information can be translated and parents/guardians are able to ask questions. Two out of our 5 ESL students' fathers are active members of our PTA and our SLT.
- 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.
- Parents will be invited to attend College Tours with students conducted once per cycle (total of 3 trips per cycle). Parents will be invited through the Parents Association, through mailings, and through phone contact with Advocate counselors.
- Parent 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 made by student interns.
- 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

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. Our ELL population (5 students), are all Spanish-Speaking. The Home Language Report is also run in ATS to determine the written translation and oral interpretation needs of all students. Thirty six students' home languages are reported as other than English: (1 - Arabic, 1-French - Haitian Creole, 5- Haitian Creole, 1- Russian, and 28 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.

We 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. 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 four of which are MSW's. We also have 2 MSW social work interns from Hunter College who counsel our students through direct referrals from their Advocate Counselors. BCS is in constant contact with parents and continually organizes parent meetings as well informational sessions. BCS staff at the school provides financial aid workshops for parents in order for their children to apply for college. BCS provides social services for the student's families if needed. The services are family programs, children and youth programs, mental health programs, vocational programs and developmental disability program. BCS has bilingual staff available for ELL parents.

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; college preparation, SAT Preparation, and FASFA.
- 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 advises 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, parent teacher conferences, college night, and college week.
- 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 mailed out by Advocate Counselors.
- Advocate Counselors and Parent Coordinator provide parents with written and verbal progress reports that keep parents informed of their children's progress. Advocate Counselors organize parent meetings to address attendance, academic and behavioral concerns.

4. Through ample opportunities for parent involvement, as described above, and participation in school activities, the school will continually assess the needs of the parents and create programs with the parents accordingly. Parents are involved in the Parent Association and the Parent Coordinator is the translator for the parents at all meetings.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: BHSLCS

School DBN: 616

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Georgia Kouriampalis	Principal		10/9/13
Janan Eways	Assistant Principal		10/9/13
Elizabeth Conde	Parent Coordinator		10/9/13
Phyllis Mignone	ESL Teacher		10/9/13
Julia Wolfe	Parent		10/9/13
Ricardo Campos	Teacher/Subject Area		10/9/13
	Teacher/Subject Area		
Sarah Finley	Coach		10/9/13
	Coach		
Nindja Bazile	Guidance Counselor		10/9/13
	Network Leader		
Melanie Moses	Other <u>Community Assistant</u>		10/9/13
Greg Ziman	Other <u>ELA & ESL Teacher</u>		10/9/13
Nindja Basile	Other <u>Related Services</u>		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 13K616 School Name: Brooklyn High School for Leadership

Cluster: 4 Network: 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. Our ELL population (5 students), are all Spanish-Speaking. The Home Language Report is also run in ATS to determine the written translation and oral interpretation needs of all students. Thirty six students' home languages are reported as other than English: (1 - Arabic, 1-French -Hatian Creole, 5- Haitian Creole, 1- Russian, and 28 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.

28 of the 36 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, a Dutch speaker, 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.