Department of Education
Carmen Fariña, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

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:	**LASHAWN ROBINSON**
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 Comprehensive Educational Plan (CEP), 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 CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.

2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.

3. Add rows as needed to ensure that all SLT members are listed.

4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

5. Names of SLT members must be added to this form for posting. The signed original document 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	
Keisha Spivey	*PA/PTA President or Designated Co-President	
Melanie Moses	DC 37 Representative, if applicable /Secretary	
Yamilay Marie Oriol Cyaire Howard	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
Darlene Jackson	CBO Representative, if applicable	
Janan Eways	Member/ Chairperson/principal Designee	
Celeste Maxwell	Member/ UFT/Guidance Counselor/Facilitator	
Phyllis Mignone	Member/ UFT / ESL/Foreign language teacher/ Financial Liaison	
Lydia Miller	Member/ Parent	
Dave Bryan	Member/ Parent	
Jose Collado	Member/ Parent	
Rosa Rodriguez	Member/ Parent	

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

- 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).

Guidance for Developing 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.

- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.

- 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	
x	**School Leadership Team Signature Page**
x	**Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)**
	▪ Annual Goal
	▪ 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.

Literacy-By June 2015, 100 percent of Brooklyn High School for Leadership and Community Service teachers will be trained by Generation Ready coaches in developing a common reading and writing policy in all content areas as well as implementing an action plan as means of achieving our overarching, school-wide goal of increasing students' reading and writing stamina.

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.

After the staff received benchmark analysis data every benchmark last year(five benchmarks per trimester) , January Regents and MOSL findings as well as midyear teacher reflection letters, end of year reflection letters, end of cycle trimester surveys) the teachers requested more content literacy support. We created a two question survey for the teachers:

1. How much do students write in your class on a daily basis?
2. How much do students read in class every day?

A Generation Ready Literacy Specialist was contracted in May to complete a reading and writing needs assessment. We analyzed the data and compared the results of the teacher surveys with the Generation Ready needs assessment. We decided to partner with Generation Ready and create a school wide policy for implementing literacy strategies across content areas for 2014-2015 to address the need of teachers, students and the data.

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 C, D, and E.

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

1. Curriculum writing sessions utilizing UbD Framework with models of best practices to provide teachers with support around aligning current curriculum/practices to the CCLS. Teachers produce CCLS-aligned Essential Questions, Enduring Understandings/Intended Outcomes, Assessments, and Curriculum Maps. (Sep 8th/Nov 4t
2. Teachers meet in Department teams to create coherent CCLS-aligned curriculum that focuses on strategic content and skill development across courses. (Sep 8th/Nov 4
3. Development of whole-school annotation key to create a protocol for engaging with text (with Generation Ready) (Oct 6th)
4. Professional development on Close Reading Strategies for increased student engagement that allows students to be "minds-on" with a text. Content-area teachers apply
5. Professional development on Reading with A Purpose and Questioning the Text to give teachers strategies for supporting struggling readers while helping move them tov Reading with a Purpose and Questioning the Text are part of the school-wide annotation protocol. (Oct 6th, Oct 20th)
6. Teacher integration of literacy strategies that feed into Classroom Strategies for Interactive Learning (Buehl) to support ELLs and SWDs and help them make their thinkin
7. Content-area teams work with Generation Ready to refine and connect their academic tasks and assessments to better align with the CCLS and the instructional shifts. (
8. Assessment data from NYC Performance Assessment Baseline is analyzed in teacher teams to make curricular adjustments and address skill gaps/needs. (Oct 31/Nov 2
9. Development of reading/writing stamina rubrics to increase student reading and writing output in alignment with expectations of the CCLS and the instructional shift. Rub writing instruction. (Oct 6th, Oct 20th)
10. **Set Instructional Goals/Adjust Curriculum to Address Skill Gaps -** Teachers work in Department Teams (Dec 1st)
11. **Create an Action Plan** - Teacher teams create pacing calendar to address skills gaps (from Baseline Assessment Data) (Dec 15th)
12. **Infuse Action Plan into Cycle 2 curriculum** - Teacher teams work with existing curriculum maps/assessments to address skills gaps (Dec 22nd)
13. **Analyze Student Work -** Teacher teams bring student work products and deliver feedback via the Writing Rubric (Jan 5th/Feb 2nd/Mar 23rd)
14. **Adjust Curriculum** - Teacher teams adjust curriculum based on feedback from student work analysis (Feb 9th/Mar 30th/May 4th)
15. **Administer End-of-Year Assessment**
16. Assess LITERACY and the Reading/Writing target skills via NYC ELA Performance Assessment (MAY 2015)
17. Use of scaffolds and individualized supports to ensure ELL and SWD students are able to meet CCLS (graphic organizers, visuals, technology, student work plans)
18. Differentiating instruction to ensure ELL and SWD students can achieve higher order thinking skills through multiple points of access to CCLS aligned curricula
19. PSAT-Oct 15th
20. MOSL-Oct 30th
21. Principal meeting with Medgar Evers CUNY to approve College Now partnership(October

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

1. Eleanor Nicholson – Generation Ready Literacy Specialist
2. Sarah Finley – Lead Teacher/Common Core Coach

3. Mattijs Limberger and Chris Walker – Special Education Teachers
4. Phyllis Mignone – ESL lead/LAC, and LAP coordinator
5. Greg Ziman – ESL/ELA teacher
6. Georgia Kouriampalis- Principal; Oversees all school program
7. Janan Eways – Assistant Principal, Supervisor of SIT Team, Guidance; Compliance; PPT;
8. Nindja Bazile – designated Guidance Counselor for SWDs/ELLs; related services provider
9. Celeste Maxwell- senior guidance counselor; data specialist
10. Achieve 3000 Consultants and program
11. MOSL Team
12. Children First Network (CFN) – facilitate trainings
13. Angela Chiappara – CBO Program Director
14. Elizabeth Conde – CBO Assistant Program Director, parent coordinator
15. Advocate Counselors
16. John Conforti – Onsite SBST School Psychologist

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

1. New York City Performance Assessments 2014 – 2015 – Baseline Assessment and End-of-Year
2. Achieve 3000 "Level Set" Reading Level Assessment
3. NYS Regents Examinations in January and June
4. Bi-weekly Benchmark Assessments in all classes – (Sep 2014 – June 2015)
5. Bi-weekly analysis of data
6. Bi-Weekly Case conferencing meeting
7. Bi-Weekly PPT meeting

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

Cycle 1- 9/4/14 11/26/14
Professional Development Items
1. Close Reading Strategies:
2. Using the white space
3. Chunking
4. Left column/Right column
5. Text-Dependent Questions
6. School-wide Annotation Key:
7. Marking with a Purpose
8. Questioning the Text
9. Determining Tier II and Tier III Vocabulary

Inquiry Team Tasks/Focus
10. Working with difficult vocabulary/unknown words in a complex text Create Reading Stamina Rubric
11. Teachers determine criteria in teams
12. Create Writing Stamina Rubric
13. Teachers determine criteria in teams
14. Baseline Assessment Data Analysis
15. Analyze Student Assessment Data for Skill Gaps
16. Set Instructional Goals/Adjust Curriculum to Address Skill Gaps
17. Teachers work in Department Teams

Cycle 2: 12/01/14- 3/13/15
Professional Development Items
18. Discussion Protocols:

19. Accountable Talk Stems
20. Think-Pair-Share
21. 1-3-6 and 5-3-1 Protocols
22. Appointment Calendar
23. Bounce Cards
24. Jigsaw Texts
25. Discussion Roles
26. Question Circle
27. Inter-visitations:Teachers observe discussion protocols in different classrooms and offer feedback around Danielson 3b/3c.

Inquiry Team Tasks/Focus

28. Create an Action Plan- Teacher teams create pacing calendar to address skills gaps (from Baseline Assessment Data)
29. Infuse Action Plan into Cycle 2 curriculum
30. Teacher teams work with existing curriculum maps/assessments to address skills gaps
31. Analyze Student Work
32. Teacher teams bring student work products and deliver feedback via the Writing Rubric
33. Adjust Curriculum
34. Teacher teams adjust curriculum based on feedback from student work analysis
35. Analyze Student Work
36. Teacher teams perform another round of student work analysis and deliver feedback via the Writing Rubric

Cycle 3: 3/16/15- 6/26/15

Professional Development Items

37. Socratic Seminar:
38. Text Analysis
39. Listening and Speaking Skills
40. Speaking and Listening Goals
41. Build Questions
42. Writing Task that follows from…
43. Self-Assess the Seminar
44. Inter-visitations:
45. Teachers observe Socratic Seminar in different classrooms and offer feedback around Danielson 3b/3c.

Inquiry Team Tasks/Focus

46. Infuse Action Plan into Cycle 3 curriculum
47. Teacher teams review Action Plan from Cycle 2 and work with existing curriculum maps/assessment to address skill gaps
48. Analyze Student Work
49. Teacher teams bring student work products and deliver feedback via the Writing Rubric
50. Adjust Curriculum
51. Teacher teams adjust curriculum based on feedback from student work analysis
52. Administer End-of-Year Assessment
53. Assess the Reading/Writing target skills via NYC ELA Performance Assessment
54. Reflect and Next Steps
55. Teacher teams identify successful strategies and reflect on skill gaps that remain

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

1. Eleanor Nicholson – Generation Ready Literacy Specialist- onsite approximately once a week to provide coaching to all teachers
2. Teachers will engage in weekly professional development and inquiry sessions on Mondays.
3. All teachers have common planning periods for the purpose of reflecting on/adjusting instruction
4.Teachers will be offered per session for special after-school in-depth professional development sessions and tutoring
5.Teacher classes are covered periodically to allow for intervisitations
6.Teachers are released from the building to attend outside professional development

7.The Danielson Framework for Instruction will be used in teacher self-evaluations and reflections (several times over the course of the year)
8. Staff and student surveys will be used to determine where instruction needs improving
9. 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
10. A corrective instructional plan will be used to revise curriculum
11.Instructional Coach will observe teachers and provide feedback based on Danielson indicators
12. All staff will engage in whole staff weekly "speed conferencing" meetings in which data is shared and students are discussed.
13. Roots Environmental Literacy Curriculum
14. Scholastic "On the Record" Curriculum
15. Achieve 3000 profession development and curriculum
16. CFN 403 network monthly intervisitation to support lead teacher/coach
17. Network Intervistitation hosted in our school in October

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).

- Facilitated Family Night on September 17, 2014 to provide an overview of school programming, curriculum and overall attendance plan and expectations.

- Monthly PTA meetings are held to provide a forum for parent involvement and the exchange of information regarding the school, policies and programming and any changes and/or events. During our Family Night all Teachers were present to introduce themselves to the Parents and explain the curriculum. During Family Night a Teacher did a Common Core presentation.

- Monthly SLT meetings are held to provide a forum for students, staff members and parents to review and ensure that school goals are aligned with annual CEP goals and Title 1 mandates.
- A Title 1 Parent Information meeting was held to provide an overview of the Title 1 program in this school; will discuss title one funding on 1/5/15 during PTA meeting.
- Parent Handbooks were created and issued to all guardians to ensure all school members have access to relevant policies, procedures and school guideline on 9/17/14.
- Regular 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.
- Bench marks (report cards) are mailed home biweekly in order to keep parents informed of their child's academic progress.
- Parents are called through Global Connect when their child is absent or late.
- Parent College Night held on November 18
- Parents received Common Core information presented by school principal at the Parent Holiday Dinner
- Parents received College Application information presented the program director by at the Parent Holiday Dinner
-

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 #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.
Danielson – By January 2015, in order to enhance questioning and discussion techniques and promote student engagement, all teachers will have attended professional development focused on use of accountable talk stems to facilitate discussion and will introduce reciprocal teaching protocols (student to student) in all classes. All ELA and History classes will conduct Socratic Seminars in Cycle 3 as means of improving higher-order questioning and discussion techniques.

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 principal and lead teacher noticed the absence of student-student conversations/reciprocal teaching during observations during the 2013-2014 school year. Teachers consistently struggled to achieve a "Highly Effective" rating in Danielson 3b: *Questioning and Discussion.* Additionally, student-centered conversations anchored in textual evidence are one of the instructional shifts for alignment to the Common Core State Standards. The principal and lead teacher believed that student-centered discussions across content-areas would not only lead to an increase in engagement with higher-order thinking tasks but also would support the literacy work that had already been prioritized. Discussion techniques and Socratic seminars were added to the Generation Ready goals for the 2014-2015 school year.

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
Generation Ready literacy specialist hired to train lead teacher/literacy coach training lead teacher/coach: 1. Instructional Coach conducts informal classroom visits and offers warm and cool feedback through Danielson lens 2. Instructional Coach attends all Network Inter-visitation meetings and turnkeys Danielson aligned-resources to content-area teams (meeting dates – Sep 19, Oct 9, Oct 21, Oct 29) 3. Professional development on Close Reading Strategies for increased student engagement (3c) that allows students to be "minds-on" with a text. Content-area teachers apply strategies to their existing curriculums to promote high levels of student thinking. (Sep 29th) 4. Development of whole-school annotation key to create a protocol for engaging with text (with Generation Ready) and encourage participation in literacy work. (Oct 6th) 5. Courses and Partnerships that provide multiple-entry points, supports, and extensions for the curriculum and standards to all students (Roots of Success, Robotics, Apex, Documentary Film, Scholastic On the Record, Hip Hop). 6. Lesson plan that prompts UDL-mindset when planning and prompts teachers to create strategic questioning, multiple-entry points, scaffolds, and deep-learning extensions. 7. Seven courses running ICT with a content-area teachers and special education teacher to facilitate differentiated grouping of students. 8. Use of Scholastic On The Record, Compass Learning, and Achieve 3000 courses to support struggling readers 9. Reading and Writing action plan including Reading and Writing Stamina rubrics and a whole-school annotation key in place to support the instructional shifts around the CCLS (by Nov 4th) 10. Teachers will learn about Think Pair Shares and how Quick Draws and Quick Writes can provide a solid base for student response within the Pairing (whether based on or not based on a text). 1-3-6 and 5-3-1 protocols are clever ways also to get students to collaborate and synthesize information around a text. Teachers will begin finding the connections between our MOSL plan of action (writing) and the discussion protocol. (Dec 8th) 11. Teachers will learn about how to use the Jigsaw strategy for reading. Teachers will learn how to set up homogenous/heterogeneous groups for reading. Teachers will begin finding the connections between our MOSL plan of action (writing) and the discussion protocol. (Jan 5th) 12. Teachers will learn how to craft "roles" in small group discussions/tasks so as to promote full engagement from all students. Teachers will begin finding the connections between our MOSL plan of action (writing) and the discussion protocol. (Jan 12th) 13. Teachers will learn how to facilitate rich, student-led discussions using Question Circle. (Feb 9th) 14. Text Analysis for Socratic Seminar - Teachers will perform a close read of a text appropriate for using with Socratic Seminar. Teachers will practice creating text-dependent questions that are large in scope and require a deep dive into a text of adequate complexity. (Mar 23rd) 15. Communication – Listening and Speaking Skills - Deconstruction of Speaking and Listening Standards: Teachers will tease out the content and skills of targeted

listening and speaking standards for the purpose of sculpting instruction to fit the larger purpose of the Socratic Seminar (Mar 30th)

16. Set speaking and listening goals - Teachers will create a Speaking and Listening Rubric for the Socratic Seminar (Apr 13th)
17. Build Questions - Teachers will practice crafting rich text-dependent and text-extension questions. Teachers will make final preparations around executing the seminar in their classes. Teachers will also set up intervisitation sessions so as to observe each other conducting the Socratic Seminar. (Apr 20th)
18. Writing Task - Teachers will craft a writing task that follows from the discussion held in the Socratic Seminar. Departments will have time to meet in order to align assessments with NYCPAs and the Regents exams. (Apr 27th)
19. Assess the Seminar - Teachers will meet to deliver feedback around conducting the seminar. (May 4th)

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

1. Eleanor Nicholson – Generation Ready Literacy Specialist
2. Sarah Finley – Lead Teacher/Common Core Coach
3. Mattijs Limberger and Chris Walker – Special Education Teachers
4. Phyllis Mignone – ESL lead/LAC, and LAP coordinator
5. Greg Ziman – ESL/ELA teacher
6. Georgia Kouriampalis- Principal; Oversees all school program
7. Janan Eways – Assistant Principal, Supervisor of SIT Team, Guidance; Compliance; PPT;
8. Nindja Bazile – designated Guidance Counselor for SWDs/ELLs; related services provider
9. Celeste Maxwell- senior guidance counselor; data specialist
10. MOSL Team
11. Children First Network (CFN) – facilitate trainings
12. Angela Chiappara – CBO Program Director
13. Elizabeth Conde – CBO Assistant Program Director, parent coordinator
14. Advocate Counselors
15. John Conforti – Onsite SBST School Psychologist

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

1. New York City Performance Assessments 2014 – 2015 – Baseline Assessment and End-of-Year
2. Achieve 3000 “Level Set” Reading Level Assessment
3. NYS Regents Examinations
4. Bi-weekly Benchmark Assessments in all classes – (Sep 2014 – June 2015)
5. Bi-weekly analysis of data
6. Bi-Weekly Case conferencing meeting
7. Bi-Weekly PPT meeting

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

8. **Cycle 1- 9/4/14- 11/26/14**

Professional Development Items

9. Close Reading Strategies:
10. Using the white space
11. Chunking
12. Left column/Right column
13. Text-Dependent Questions
14. School-wide Annotation Key:
15. Marking with a Purpose
16. Questioning the Text
17. Determining Tier II and Tier III Vocabulary

Inquiry Team Tasks/Focus

18. Working with difficult vocabulary/unknown words in a complex text Create Reading Stamina Rubric
19. Teachers determine criteria in teams
20. Create Writing Stamina Rubric
21. Teachers determine criteria in teams
22. Baseline Assessment Data Analysis

23. Analyze Student Assessment Data for Skill Gaps
24. Set Instructional Goals/Adjust Curriculum to Address Skill Gaps
25. Teachers work in Department Teams

Cycle 2: 12/01/14- 3/13/15

Professional Development Items

26. Discussion Protocols:
27. Accountable Talk Stems
28. Think-Pair-Share
29. 1-3-6 and 5-3-1 Protocols
30. Appointment Calendar
31. Bounce Cards
32. Jigsaw Texts
33. Discussion Roles
34. Question Circle
35. Inter-visitations:Teachers observe discussion protocols in different classrooms and offer feedback around Danielson 3b/3c.

Inquiry Team Tasks/Focus

36. Create an Action Plan- Teacher teams create pacing calendar to address skills gaps (from Baseline Assessment Data)
37. Infuse Action Plan into Cycle 2 curriculum
38. Teacher teams work with existing curriculum maps/assessments to address skills gaps
39. Analyze Student Work
40. Teacher teams bring student work products and deliver feedback via the Writing Rubric
41. Adjust Curriculum
42. Teacher teams adjust curriculum based on feedback from student work analysis
43. Analyze Student Work
44. Teacher teams perform another round of student work analysis and deliver feedback via the Writing Rubric

Cycle 3: 3/16/15- 6/26/15

Professional Development Items

45. Socratic Seminar:
46. Text Analysis
47. Listening and Speaking Skills
48. Speaking and Listening Goals
49. Build Questions
50. Writing Task that follows from…
51. Self-Assess the Seminar
52. Inter-visitations:
53. Teachers observe Socratic Seminar in different classrooms and offer feedback around Danielson 3b/3c.

Inquiry Team Tasks/Focus

54. Infuse Action Plan into Cycle 3 curriculum
55. Teacher teams review Action Plan from Cycle 2 and work with existing curriculum maps/assessment to address skill gaps
56. Analyze Student Work
57. Teacher teams bring student work products and deliver feedback via the Writing Rubric
58. Adjust Curriculum
59. Teacher teams adjust curriculum based on feedback from student work analysis
60. Administer End-of-Year Assessment
61. Assess the Reading/Writing target skills via NYC ELA Performance Assessment
62. Reflect and Next Steps
63. Teacher teams identify successful strategies and reflect on skill gaps that remain

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

1. Eleanor Nicholson – Generation Ready Literacy Specialist- onsite approximately once a week to provide coaching to all teachers
2. Teachers will engage in weekly professional development and inquiry sessions on Mondays.

3. All teachers have common planning periods for the purpose of reflecting on/adjusting instruction
4.Teachers will be offered per session for special after-school in-depth professional development sessions and tutoring
5.Teacher classes are covered periodically to allow for intervisitations
6.Teachers are released from the building to attend outside professional development
7.The Danielson Framework for Instruction will be used in teacher self-evaluations and reflections (several times over the course of the year)
8. Staff and student surveys will be used to determine where instruction needs improving
9. 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
10. A corrective instructional plan will be used to revise curriculum
11.Instructional Coach will observe teachers and provide feedback based on Danielson indicators
12. All staff will engage in whole staff weekly "speed conferencing" meetings in which data is shared and students are discussed

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).

1. Parents received Common Core information presented by School Principal at the Parent Holiday Dinner.
2. Parent Coordinator sent out a mail out to all parents following up with the Common Core information presented by School Principal.
3..Parents received Common Core information presented by a Teacher during our Family Night in September.
4. During SLT Meetings Parents have an opportunity to learn more about Common Core and the CEP goals for the school year.
5. Regular 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.
6. Bench marks (report cards) are mailed home biweekly in order to keep parents informed of their child's academic progress.
7. Parent College Night on November 18 in which parents and students participated in a workshop that focused on the college application 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.
Cultural Responsive PD: By June 2015, 100 percent of the teachers will complete monthly professional development sessions. 100 percent of the students will complete surveys twice a year to share feedback that will inform school leaders and teachers about next steps in meeting students' needs. 100 percent of parents will be invited to take survey and respond to teachers as well.

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 entire staff attended the Transfer School Conference in June. Dr. Jeff Duncan Andrade(SFU) was the keynote speaker. Teachers demonstrated interest in Dr. Andrade's work. Dr. Andrade studied under Dr. Pedro Noguera; Dr. Noguera(NYU) visited our school twice and published an article about our school. Dr. Noguera helped to arrange for a meeting with Dr. Andrade in June at a NYU Common Core Conference after our sixth death in our school community in six years. We partnered with Dr. Jeff Duncan Andrade's TEN Network in order to meet the needs of our school community and CBO demographic data and build capacity around teacher leadership and community responsiveness. Principal attended meeting with Director of Strategic Partnership and College Planning, Donald Ruff of Eagle Academy

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
1. Teachers take the 10 Network Priorities Survey. The opportunity for natural discussion around each of the three domains will help teachers cement their survey responses. (Sep 15-Oct 31st) 2. Principal and two teachers attend the 10 Teaching Cultural Responsiveness Workshop in Oakland, CA (Oct 10-11) **Agenda Day 1: October 10, 2014 (Friday)** - Workshop 1: What is Community Responsive Education?: Dr. Allyson Tintiangco-Cubales, TEN Co-Founder - Workshop 2: TEN RELEVANCE Workshop: Facilitated by Dr. Jeff Duncan-Andrade, TEN Co-Founder - Workshop 3: TEN RESPONSIBILITY Workshop: Facilitated by Dr. Patrick Camangian, TEN Associate Director - TEN Responsiveness Panel: Facilitated by TEN Faculty - Dialogue Circle: Based on all the conversations you had today, what does it mean to be community responsive? **Day 2: October 11, 2014 (Saturday**) - Workshop 4: TEN RELATIONSHIPS Workshop: Facilitated by Dr. Allyson Tintiangco-Cubales - Workshop 5: What is Community Responsive Leadership?- Part A: Dr. Darrick Smith - Workshop 6: Community Responsive Leadership Panel- Part B - Dialogue Circle: How will take community responsiveness back home to your school? -Professional Networking 3. Intervisitation with CFN 403 Instructional Coach to Eagle Academy twice 4. Intervisitation: Brooklyn Democracy Teachers joined us for Election day PD 5. Teachers work on curriculum maps- Cycle 1 6. Teachers will analyze the results of staff, student, and family surveys through the Ten Teaching Network. Teachers will identify the gaps between staff priorities and student/family priorities. Teacher leaders will provide further insights into Ten Network. 7. With the guidance of the Teacher Leaders, staff will create an initial plan for 10 NETWORK Professional Development based on the school's 12 foci. 8. Teachers will analyze the feedback gathered from midyear surveys around our 12 foci. 9. Teachers will revise the Ten PD Plan in groups based on feedback - Teachers will brainstorm in groups strategies addressing the midyear 10 survey feedback 10. 10 TEACHING – Cultural responsive PD on Relevance 11. Connect lessons to students' cultures and community 12. Have clear goals and expectations for students 13. Develop critical thinking skills 14. Use multiple ways to assess student learning
B. Key personnel and other resources used to implement each strategy/activity

Ten Network Teacher Leaders:

1. Mattijs Limberger
2. Anthony Grasso
3. Michelle Connor
4. Chris Walker
5. Sarah Finley – Lead Teacher/Coach
6. Ten Network Consultants (DevlabsLLC)
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. Celeste Maxwell- senior guidance counselor; data specialist
11. Angela Chiappara – CBO Program Director
12. Elizabeth Conde – CBO Assistant Program Director, parent coordinator
13. Advocate Counselors
14. CFN 403
15. Eagle Academy
16. Brooklyn Democracy Transfer school and principal- Andrew Brown

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

1. Monthly Conference Calls with TEN Staff to identify checks and balances
2. 10 Teaching ***Baseline*** Surveys: completed by staff, students, and families
3. 10 Teaching ***Mid-year*** Surveys: completed by staff, students, and families
4. 10 Teaching Feedback loop- May 2015

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

1. Assessment of current PD structures(August/September 2014)
2. Planning sessions with administrators and teacher leaders
3. Professional development sessions with teacher leaders and staff (August 2014, January and June 2015)
4. Administer Priorities Survey
   Administer feedback loops
5. The results of the project will be the following:
   Priorities survey results will be available on the TEN platform and accessible to teachers and administrators by May.
   Feedback loop survey results will be available on the TEN platform at the school level for administrators and at the individual level for each teacher.
6. Community responsive professional learning communities and planning sessions with administrators and teacher leaders- ongoing
7. Community responsive professional learning communities for all teachers led by TEN staff

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

1. School part of Ten Network-national network of educators/resources
2. Teachers will engage in weekly professional development and inquiry sessions on Mondays.
3. All teachers have common planning periods for the purpose of reflecting on/adjusting instruction
4. Teachers will be offered per session for special after-school in-depth professional development sessions and tutoring
5. Teachers are released from the building to attend outside professional development
6. Staff and student surveys will be used to determine where instruction needs improving
7. A corrective instructional plan will be used to revise curriculum
8. All staff will engage in whole staff weekly “speed conferencing” meetings in which data is shared and students are discussed

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).

1.During the Family Night on September 17, 2014 the parents participated in a survey regarding the satisfaction of the program.
2.Parent Coordinator will be in charge of distributing the surveys to parents at PTA meetings or by mail.
3.Parent Coordinator speaks to Parents as they call to inquire about their child’s academic progress. There is open communication with Parents and the school via the Parent Coordinator.

4. Parent s are invited to college trips in order to be better informed of different local colleges .
5. Monthly PTA meetings are held to provide a forum for parent involvement and the exchange of information regarding the school, policies and programming and any changes and/or events.
6. 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.
7. Parents are called through Global Connect when their child is absent or late.
8 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.
9. Parents will be invited to take a survey at PTA meetings.
10. 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.

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.
Credit Accumulation- By the end of each trimester, December, February and May, 100 percent of the students will have met with both a guidance and advocate counselor to develop an academic contract and action plan that includes goals for credit accumulation and college and career preparation. We will use LES questions 2b and 2c to measure attainment of this goal.

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 our **2013-14 The Learning Environment Survey (LES) data** indicated that 13 students disagreed and 3 strongly disagreed that staff helped keep them on track for college or career. Additionally 11 students disagreed and 4 strongly disagreed that there was an adult who is helping **them** plan next steps after Graduation (career planning, college selection and application process). **In conjunction to the LES data, we looked at credit accumulation data for each cycle and have thus BHSL has implemented a plan to prioritize credit accumulation and college and career goals.**

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

1. In each class, students receive feedback on bi-weekly assessments and receive progress reports. Progress reports are also mailed home every two to three weeks.
2. Each teacher leads an “Academic Crew” in which high academic expectations and college- and career-readiness are communicated and supported.
3. Guidance counselors meet with students each cycle to provide clear analysis of projected graduation and credit accumulation. At these meetings student expectations are discussed which are aligned to the New York State Academic Policy guide.
4. Guidance Counselors meet with students each cycle and create long term goals (college and career) by developing a pathway to ensure that they are on track for graduation. Eligible students will also be encouraged to enroll in College Now program where they will gain exposure to college courses and earn college credits.
5. College trips (Oct 3rd CUNY Black Male Initiative trip- Baruch College, Medgar Evers College Oct 28th, Nov 13th, Dec 16th, Guttman Community College Dec 3rd)
6. Medgar Evers College Now Partnership
7. Pratt Institute Art Trip -September
8. Trailblazers All Staff/Student Trip in October
9. College Night for Parents and Students- November 18th
10. Guidance Counselor’s, Advocate Counselors, teachers and staff, collaborate and facilitate several events to promote the college process. Throughout the school year there will be college trips, CUNY/SUNY application day, and college week. In addition, parents will be invited to a parent senior night to receive information on the college process and how they can support their child through the process. (QRR 1.3, 1.4,3.4)
11. Guidance counselors will collaborate with advocate counselors and teachers to match students with teachers for extra tutoring support in preparation for New York State Regents.

    Impact: Students are programed in tutoring regents classes which are reflected on their schedules. Students in turn will be better prepared for their regents.
12. During Guidance Counselor facilitated weekly speed and case-conferencing meetings, guidance counselors and advocate counselors will communicate to teachers which remaining classes and Regents students need to graduate.
    a. Regents spreadsheet that will be distributed to staff on November 18th is presented as evidence. Staff in turn will be able to support students in the classroom as well as during regents prep tutoring.

The CBO team provides on-going psycho-social support, academic counselling and family support to all students. Advocate Counselors meet with students on a bi-weekly basis to discuss academic achievements, review benchmark grades and address challenges/areas of improvement. Interventions are customized based on individual need through thorough assessments and counselling sessions. Counselors reach out to and maintain contact with family members, guardians, probation officers, external counselors, ACS workers, and any additional supports based on the particular students' circumstances. Advocate Counselors invite parents to attend school meetings to discuss

- Daily Advisory groups to address students' needs and support student success run 5 days per week during Period 1. Expectations around goal setting and academic achievement are addressed on a regular and consistent basis. Daily Advisory groups are themed as follows with examples of activities (this is new for 2014-2015)

Monday – Goal Setting – Setting academic goals, short term goals and long term goals. Developing a plan for the future with achievable outcomes and creating a pathway for college and career success. Introduction of Student Academic Goal Setting Form – including Cycle Goals, Benchmark Goals Tracker and Attendance and Credit summary.

Tuesday – Academic and Community – Understanding the academic structure, ie benchmarks, credits, transcripts, grading policy. Building Community – Respect for All, group art activities and community service projects. Introduction of Academic and Personal Behavior Expectations for previous Cycle.

Wednesday – Life Skills – 7 Habits of Highly Effective Teens, Behavior modification, stress management, developing and sustaining positive relationships

Thursday – College and Vocational – Vision Binders, College process and applications, FAFSA, Best Bets (Career), CUNY Presentations

Friday – Fun Day and Weekly Attendance Celebration – Weekly celebration of high academic and attendance achievements, student/community building, board games.

- Advocate Counselors meet with students at the beginning of each cycle to complete the Academic and Personal Behavior Expectations – Cycle evaluation worksheet. This worksheet allows students to reflect on the academic and personal behavior expectations – Persistence, Engagement, Work Habit/Organizational Skills, Communication/collaboration Skills, Self-Regulation, to reflect on their work in the previous cycle and identify areas of improvement.

- Advocate Counselors meet with students at the beginning of each cycle to start work on the Student Academic Goal Setting Form – including setting Cycle Goals, updating the Benchmark Goals and tracking progress, and tracking Attendance and Credit Accumulation. This form is used in Advisory groups throughout the cycle and is a live document that is updated throughout the progress of the cycle.

- Advocate Counselors meet with students to review Vision Binder – "Guide to College & Career Readiness"

Students entering BHSLCS will receive an individual/customized binder. Topic will include post-secondary options – College and Career (see detailed outline below). All students will work through their binders with their assigned Advocate Counselors during designated Advisory sessions

College Binders include the following:

College Support – From the Goddard Riverside Community Center – Options Institute

Sections included:

Matching Students to Postsecondary Opportunities

- NYS Opportunities Programs (SEEK, CD – SUNY, EOP –SUNY, HEOP –NYS private schools)
- What to Look for in a College/ College Comparisons
- Immersions Programs/ CUNY Start
- Tools for Research for a Strategic College List/ Creating a list of Recommended Colleges

- Visiting College Campuses

Strong College Applications

- Application Deadlines for CUNY and SUNY
- Tips for Calling Colleges/ College Contact Log Sheet
- Writing a Recommendation/ Recommendation Outline
- The ARROW Method for Giving Feedback to Students on essays
- Creating a Resume including Extracurricular Activities

FAFSA Process

- Financial Aid Timeline – Answer sheet
- Checklist to Apply for Financial Aid (2014-2015)
- FAFSA General Guidelines – Income, Applying, Information Needed

Immigrant Students and the College Process

- Immigration Status and Accompanying Rights and Responsibilities
- Undocumented students – Eligibility and Notes on College Application Process
- Eligibility for Financial support Based on immigrant Status

Assessing Postsecondary Readiness

- Comprehensive Student Assessment Tool
- Diploma Requirements Worksheet
- Review of NYS Opportunities Programs/ ASAP for CUNY

Financial Aid Packages, Loans & Gaps

- Sources of financial Aid for Higher Education: 2014-2015
- Federal Pell Grants/ Federal Supplemental Education Opportunity Grant
- Federal Student Loan Programs – Applying/Managing Loans

- Monthly Community Meeting – Meeting held for the entire school community on a monthly basis with school themes that correspond with Advisory Groups – September – Community Building, October – Respect for All, November – Relationships, December – Pay It Forward, January – Healthy Decisions, February – Cultural Awareness, March – Financial Success, April – College and Careers, May – Reflections and Personal Growth, June – The Next Level: Goal Evaluations. During monthly Community Meetings, student awards can include “Student of the Month”, “Intern of the Month”, Honor Roll students, 100% Attendance Award. This forum also serves to communicate important school information, dates and events to all students. (QRR 1.3, 1.4, 3.1,3.4)
- The Parent Coordinator works closely with all teachers and counselors to support the partnership between families and students. Counselors invite parents to attend school meetings to discuss academics and pathways towards college and career readiness. Parents are provided information about College and Career Readiness through PTA meetings, SLT meetings, and Parent-Teacher Conferences. The Parent Coordinator also mails out all DOE safety and health protocols, event/conferences and policies/procedure. During the January PTA workshop series, parents will be given an overview of the FAFSA application process so they are prepared in supporting their children in filing FAFSA applications. The school also has partnerships with the following agencies in order to address student needs so they are successful in progressing towards college and career readiness: Hunter College, Pratt Institute, The Legal Aid Society, The Door, The Bed Stuy Family Center, The East New York Family Center, The Youth Development Institute, CUNY and Brooklyn CARES.

- The SIT team collaborates with families of SWD's and ELL students to plan for implementation of academic and transitional goals
- Special Education teachers perform ongoing vocational assessments for SWD's and plan for post-secondary transitioning accordingly
- CBO team works in conjunction with parents/guardians/external agencies to ensure student needs are being met to enable students to succeed. Parents/guardians are in contact with Advocate Counselors and feel supported in addressing the challenges their children encounter in an academic setting. Home visits allow counselors to have a better understanding of the home dynamics and family environment so they are better able to support students. Home visits are conducted to address student attendance concerns with parents/guardians.
- Guidance counselors and Advocate Counselors co-facilitate graduation requirement lesson cycle 2.
- Monthly Community Meetings serve to communicate information about school policies and school business to the entire student body, as well as setting high expectations for the school. They also allow the school/staff to acknowledge students who are excelling in academics through awards ceremonies and public praise. This builds a positive school culture that focuses on strengths and empowers students to succeed.
- Parents and external supports are kept informed and updated through various modes of communication in order to effectively reach as many supports as possible.
- SWD's make better informed decisions regarding post-secondary vocational and/or academic options

Parents and caregivers are involved with and informed about the progress of ELL students and SWD's

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

1. Two Guidance Counselors
2. 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.
3. Community Assistant/Support Staff who correlates and distributes Attendance Data on a daily basis to the entire school community.
4. Teachers; coordinate college trips; recognize class 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 attends attendance 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. Program Director/ Assistant Program Director – supervise the CBO team; part of the school Administrative Team along with the Principal and the Assistant Principal
9. On-site IT support to assist with troubleshooting problems and collecting/correlating data
10. SIT team meets monthly
11. **LAC/ELL lead teacher meets with dedicated guidance counselor monthly to discuss ELL students**
12. **PPT team meets monthly**

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

1. Review student data per benchmark and per cycle
2. Graduation Work Plans updated per cycle. Students are able to visually see their high school academic progress.
3. Students conference with Guidance Counselor and Advocate counselor to review grades and assess student progress

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

1. **September 2014**
   Daily Advisory group 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 Speaker's Bureau presentations; College trips; SLT meeting; PA meeting; Executive Board meeting; Introduction of Vision binders in Thursday Advisory – college and career exploration; Monthly Advisory Calendar complete; bi-weekly individual counselling session with Advocate Counselor and student; daily Advisory sessions; Monthly casenote reporting and review.

2. **October 2014**
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 Speaker's Bureau presentations; College trips; SLT meeting; PA meeting; Executive Board meeting; CUNY Black Male Initiative; College Corner begin with Peer Mentor support; Monthly Advisory Calendar complete; bi-weekly individual counselling session with Advocate Counselor and student; daily Advisory sessions; Monthly casenote reporting and review.
3. **November 2014**
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 Speaker's Bureau presentations; College trips; SLT meeting; PA meeting; Executive Board meeting; CUNY Representative presentation in Advisory group; College Parent Night on November 18 ; Monthly Advisory Calendar complete; bi-weekly individual counselling session with Advocate Counselor and student; daily Advisory sessions; Monthly casenote reporting and review.
4. **December 2014**
College Week December 15-19; Students will be selected to apply to Medgar Evers College Now Program; 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 Speaker's Bureau presentations; College trips; SLT meeting; PA meeting; Executive Board meeting; Annual Parent Dinner – including discussion on CUNY application process; CUNY Application Day on December 17; Senior Breakfast celebration on December 19; FAFSA application process; Monthly Advisory Calendar complete; Academic and Personal Behavior Expectations – Cycle 1 Evaluation; Student Academic Goal Setting Form – Cycle Goals, Benchmark Goals Tracker and Attendance and Credit summary; bi-weekly individual counselling session with Advocate Counselor and student; daily Advisory sessions; Monthly casenote reporting and review.
5. **January 2015**
Community meeting; Students will continue to apply to Medgar Evers College Now Program; 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 Speaker's Bureau presentations; College trips; SLT meeting; PA meeting; Executive Board meeting; CUNY and FAFSA application completion continues in Advisory and College Corner; Monthly Advisory Calendar complete; Academic Goal Setting Form – Cycle Goals, Benchmark Goals Tracker and Attendance and Credit summary; bi-weekly individual counselling session with Advocate Counselor and student; daily Advisory sessions; Monthly casenote reporting and review.
6. **February 2015**
Community meeting; Respect for All Week; 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 Speaker's Bureau presentations; College trips; SLT meeting; PA meeting; Executive Board meeting; CUNY and FAFSA application completion continues in Advisory and College Corner; Monthly Advisory Calendar complete; Academic Goal Setting Form – Cycle Goals, Benchmark Goals Tracker and Attendance and Credit summary; bi-weekly individual counselling session with Advocate Counselor and student; daily Advisory sessions; Guidance Counselor and Advocate Counselor jointly facilitate graduation requirements lesson; Monthly casenote reporting and review.
7. **March 2015**
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 Speaker's Bureau presentations; College trips; SLT meeting; PA meeting; Executive Board meeting; CUNY and FAFSA application completion continues in Advisory and College Corner; Monthly Advisory Calendar complete; Academic and Personal Behavior Expectations – Cycle 2 Evaluation; Academic Goal Setting Form – Cycle Goals, Benchmark Goals Tracker and Attendance and Credit summary; bi-weekly individual counselling session with Advocate Counselor and student; daily Advisory sessions; Monthly casenote reporting and review.
8. **April 2015**
Out-of-town College Trip; 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 Speaker's Bureau presentations; College trips; SLT meeting; PA meeting;

Executive Board meeting; CUNY and FAFSA application completion continues in Advisory and College Corner; Monthly Advisory Calendar complete; Academic Goal Setting Form – Cycle Goals, Benchmark Goals Tracker and Attendance and Credit summary; bi-weekly individual counselling session with Advocate Counselor and student; daily Advisory sessions; Monthly casenote reporting and review.

9. **May 2015**
   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 Speaker's Bureau presentations; College trips; SLT meeting; PA meeting; Executive Board meeting; CUNY and FAFSA application completion continues in Advisory and College Corner; Monthly Advisory Calendar complete; Academic Goal Setting Form – Cycle Goals, Benchmark Goals Tracker and Attendance and Credit summary; bi-weekly individual counselling session with Advocate Counselor and student; daily Advisory sessions; Monthly casenote reporting and review.

10. **June 2015**
    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 Speaker's Bureau presentations; College trips; SLT meeting; PA meeting; Executive Board meeting; Monthly Advisory Calendar complete; Academic and Personal Behavior Expectations – Cycle 3 Evaluation; bi-weekly individual counselling session with Advocate Counselor and student; daily Advisory sessions; Monthly casenote reporting and review.

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

1. Two DOE Guidance Counselors
2. All CBO staff including 5 Advocate Counselors, Program Director, Assistant Program Director and LTW coordinatory
3. Monthly Community Meetings & Weekly Attendance Action Committee Meeting
4. Daily Attendance Check-in Meeting All CBO staff including 2 College Bound Initiative Advocate Counselors
5. Teacher and AC supervised College trips
6. All staff will engage in whole staff weekly "speed conferencing" meetings in which data is shared and students are discussed
7. Monthly SIT meetings
8. Monthly PPT meetings
9. On-site IT support to assist with troubleshooting problems and collecting/correlating data
10. Daily Advisory groups
11. 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).

1. Parents will be periodically contacted by school staff to review the academic progress of their children via bench mark 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.
2, 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 school's academic and youth development programs and be informed of ways in which the parents can become directly involved in school activities.
3. Parents were 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.
4. Regular 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.
5. Bench marks (report cards) are mailed home biweekly in order to keep parents informed of their child's academic progress.
6. 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
7. Parent s are invited to college trips in order to be better informed of different local colleges .
8.. Monthly PTA meetings are held to provide a forum for parent involvement and the exchange of information regarding the school, policies and programming and any

changes and/or events.
9. 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.

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 #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.

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.

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
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		**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.)***
ELA	Student support services are provided through: Team Teaching and tutoring through, student lunch period before and after school; Professional External Partnerships with teaching artists, EVC who team teach on a weekly basis; Technology is infused into the curriculum; Smart boards are used in every classroom; laptop carts and ipads are available in every class; Desktop computers and multiple printers are in every classroom; Support literacy needs of students by training all content teachers in literacy and providing weekly professional development by a Generation Ready educational consultant who is here weekly; 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 Apex blended learning courses; Compass/Odyssey blended learning curriculum; San Francisco State University Roots of Success for High Schools environmental literacy course for college and career readiness; Vocabulary integration into daily lessons; Workshop model lesson plan template; Understanding by Design;	Services are delivered in a myriad of ways such as small group, one-to-one, tutoring, team teaching, differentiation, reduced class size, extracurricular courses, and blended learning	The services are provided throughout the school day, before school, after school, and during lunch

Mathematics	Student support services are provided through: Tutoring during student lunch periods and before and after school Technology is infused into the curriculum. Smart boards are used in every classroom; laptop carts and ipads are available in every class; Desktop computers and multiple printers are in every classroom; Support literacy needs of students by training all content teachers in literacy and providing weekly professional development by a Generation Ready educational consultant who is here weekly; 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 ; Bootstraps/Coding/Game Design curriculum in Algebra; Castle Learning; online regent's support program; Apex blended learning courses; Compass/Odyssey blended learning curriculum;	Services are delivered in a myriad of ways such as small group, one-to-one, tutoring, team teaching, differentiation, reduced class size, extracurricular courses, and blended learning	The services are provided throughout the school day, before school, after school, and during lunch
Science	Student support services are provided through: Tutoring during student lunch periods and before 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; laptop carts and ipads are available in every class.; Support literacy needs of students by training all content teachers in literacy and providing weekly professional development by a Generation Ready educational consultant who is here weekly; Coach who supports teachers to ensure differentiation of instruction and common core standards are infused into curriculum; Castle Learning; Apex blended learning courses; Compass/Odyssey blended learning	Services are delivered in a myriad of ways such as small group, one-to-one, tutoring, team teaching, differentiation, reduced class size, extracurricular courses, and blended learning	The services are provided throughout the school day, before school, after school, and during lunch

	curriculum; 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 ; Embed professional development in history courses through HIP HOP Re-education consultants- Using Hip Hop pedagogy in the classroom and how to develop arts- integrated, standards-aligned curricula. Technology is infused into the curriculum. Smart boards are used in every classroom; laptop carts and ipads are available in every class; Desktop computers and multiple printers are in every classroom; Support literacy needs of students by training all content teachers in literacy and providing weekly professional development by a Generation Ready educational consultant who is here weekly;.Coach who supports teachers to ensure differentiation of instruction and common core standards are infused into curriculum; Castle Learning; Apex blended learning courses; Education Video Center documentary curriculum which incorporates: - Literacy - Writing - Technology Compass/Odyssey blended learning curriculum; Vocabulary integration into daily lessons; Workshop model lesson plan template; Understanding by Design	Services are delivered in a myriad of ways such as small group, one-to-one, tutoring, team teaching, differentiation, reduced class size, extracurricular 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.)*	Student support services are provided through: Reduced class size; Team Teaching ; Tutoring, extended time, student lunch periods and after school.; Support literacy needs of students by training all content teachers in literacy and providing weekly professional development by a Generation Ready educational consultant who is here weekly; Coach who supports teachers to ensure differentiation of instruction	Services are delivered in a myriad of ways such as small group, one-to-one, and daily advisory.	The services are provided throughout the school day, before school, after school, and during lunch

	and common core standards are infused into curriculum; Castle Learning; Vocabulary integration into daily lessons; Workshop model lesson plan template; Understanding by Design 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 five 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, and one art therapy intern are in house three days a week to further support students. Advocate counselors have an approximate caseload of 40 students and support students through advisories and individual counseling. Advocate Counselor's have a 34 minute advisory daily.		

Title I Information Page (TIP)
For Schools Receiving Title I Funding

- 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.

. 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
- ATR pool

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, City Tech, 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 five Advocate Counselors are part of our CBO staff and the primary contact for the students on their caseload of approximately 40 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: 38 - students living in Temp Housing 49 - w/ mental health issues 43 - w/ legal issues 46 - w/ substance abuse issues 22 - w/ medical issues 133 - w/ community violence issues 2 - pregnant 15 - young mothers/fathers 12 - w/ child care issues 10 - w/ ACS 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/ipads 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
- MOSL team decided on Local Measures assessment for teacher data
- 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.

School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;
- Conduct two Family Nights for parents where they can meet with teachers and counselors to get an update on their child's academics in September and May during the school year
- Parent Holiday Dinner in the month of December

. 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;

I. 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.

DBN: 13K616

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes[1]. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated[2]. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	**Fund Source** (i.e. Federal, State or	**Funding Amount:** Indicate the amount contributed to Schoolwide pool.	Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, page #

	Local)	(Refer to Galaxy for FY '15 school allocation amounts.)	references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	**Column B** Page # Reference(s)
Title I Part A (Basic)	Federal	$155,299.32	X	See action plan
Title I School Improvement 1003(a)	Federal	$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	$1,670,273.00	X	See action plan

[1]**Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

[2]The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a) -** support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds <u>may not</u> be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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 not 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 not 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%

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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	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	Tot #
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

	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
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	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	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
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**
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/	B											0	0	0

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 proces, 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 subgtroup. The ESL teacher utilizes the data to identify each student's acadmic progress. Then, in colloboration 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' progess 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 analyis 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 progrm with only five ELL student's this year, parents will be informed that we do not have enough students to offer Transitional Bilingual Education or Dual Language programs. We will assist parents in transfering 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 heterogeneouly. 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 nsessions 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
    - Context clue work for difficult vocabulary
    - Prior vocabulary assessment
    - Read Aloud with modeling of literacy strategies
    - Graphic organizers for writing supports
    - If needed, textbook glossary and Spanish translation dictionaries
    - One on one direct reading instruction
    - 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 dictionalries, 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 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.

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 studets' 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 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.

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 separeately 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 baords, 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 *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

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. Additionallly, 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 studets' 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 partcipate 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 awarenss 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 tought 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 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 suplementary prorams. 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 particpation, 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 ia 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 benvhmark 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 overage under credited youth. We have a comprehensive intake process which helps to assist newly enrolled ELL students. Additionally, before the onset of the school year, the school holds a student orientation to further inform students about our school. The orientation process includes an overview of school policies, roles of staff and students, social work services on site and any and all programs that the school offer. Students also participate in leadership, ice-breakers and school scenerio activities. ELL students are also provided a survey. Once programmed, students are grouped heterogeneously. In their heterogeneous grouping individual needs of each student, inclusive of ELLs are specifically addressed, and instruction is tailored and differentiated accordingly. We also offer a myriad of electives to foster student engagement: two Italian Art Language and Culture classes, two film classes:: Government through Film and Documentary Film-Making, 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 eduation 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.

- 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
- 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
- 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. Bi-lingual 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 mmbers 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 - 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.

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 form 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 preperation,SAT Preperation, 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 Community Assistant		10/9/13
Greg Ziman	Other ELA & ESL Teacher		10/9/13
Nindja Basile	Other Related Services		
	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 famililies 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 fullfill Section Vii of Chancelor'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.