



South Brooklyn Community High School

# A Model Transfer School for Replication

A partnership between Good Shepherd Services  
and the New York City Department of Education



# Acknowledgements

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Countless numbers of young people have received their high school diplomas and a promising future as a result of our work together.

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## Credits

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**Dear Friends:**

This publication reflects more than 25 years of work by Good Shepherd Services, in collaboration with various divisions of the NYC Department of Education, which has resulted in our highly successful school for youth who have fallen behind or dropped out of traditional city high schools. Today, the rising dropout rates across the country are cause for concern and have significant long-term implications, not only for the youth themselves but for society in general. In New York City, only 54% of youth graduate high school within four years. Close to 140,000 young people ages 16-21 are overage and under-credited and have dropped out or are off track with regard to graduation. Yet, Good Shepherd Services' South Brooklyn Community High School (SBCHS) is breaking the cycle of negative outcomes for out-of-school youth, and our experience demonstrates just how well this severely challenged population can perform when provided with the appropriate learning environment and supports.

We are proud that the strength and success of our partnership and the positive outcomes of our students have been recognized by both the Bill & Melinda Gates Foundation and the NYC Department of Education. They have asked us to become a school development intermediary to replicate the Good Shepherd Services transfer school model, pioneered at SBCHS, across New York City, and develop this manual codifying our work. This will help others to gain from our experience and reach more young people who have become disconnected from traditional educational settings. By incorporating practices of youth development and partnership into all aspects of the school culture and curriculum, we provide at-risk students not only with a second chance to earn their high school diplomas but also prepare them to succeed in post-secondary education and/or employment.

We hope that this manual will be helpful to other agencies, both in NYC and across the nation, who want to implement schools based on our model in order to reengage disconnected youth and set them on a trajectory for success and independence in adult life.

Sincerely,



**Sr. Paulette LoMonaco**  
Executive Director  
Good Shepherd Services

**Dear Students,**

Congratulations for taking the first step towards a brighter future. I made the decision to strive two years ago. It was my first smart decision in a long time.

I bet that before you heard about South Brooklyn Community High School and the new schools based on that model, you attended a few other high schools that were very much the same – fist fights, teachers who don't know you, difficult security guards, and no support. Every day was the same. As tired as you were, you waited on a long line to get scanned. You made it upstairs a little late so you had to go into the office to get a late pass. You walked into your math class and as usual it was so packed that you had to interrupt another class in session to ask if you could borrow a chair. If you were ever as unlucky as me, there might have even been a time when you had to sit on the floor for forty-five minutes. You had no idea what the math teacher was talking about. You were walking toward your next class when you noticed another obstacle in your way – a crowd of students blocking your way to English. This was everything but surprising. It was just another day. How do I know all of this? Well, almost every high school is the same and I was once a high school student.

I hated school and I did everything I could to stay away from it, including lying to my parents. I didn't want to go to school and that was that. Nobody was going to make me go. A year went by. I had transferred to a different school by then, but things had only gotten worse. I was running out of lies and places to cut school in. It was getting frustrating and boring. It got so out of hand and the New York City Administration for Children's Services was soon involved. Then one day, I received a letter from South Brooklyn Community High School inviting me into their school.

The school was exactly what I needed. When I went on my first interview I noticed how organized and clean it was. The person who interviewed me convinced me that this school was going to be different from other high schools. She was right.

On my first day of school, I realized that SBCHS was more than I had hoped for. It was the cleanest school I had ever been in. The bathroom had no missing doors and there was always soap and napkins. The teachers were the best. They never failed to give me a sincere smile. I was never afraid to ask any of them for help. They were willing to do anything (even stay after school!) to help me. Believe me when I tell you this – You are going to learn so much. I always hated math, but when I got to South Brooklyn, I realized that that was only because I didn't know it. I learned

CONTINUED >>

math for the first time in my life thanks to my math teacher there. Word of advice, don't try to cut class here.

This is actually not just another high school. You will have your own Advocate Counselor who you will soon consider a close friend. Yes, this person will come out as extremely annoying to you at first. He/she will call your house non-stop if you're absent or even five minutes late. This is not just because it's his or her job. It's because he/she really cares about you and your education. My counselor picked me up at my house just to get me to school (I'm not lying!) and to this day, he still calls to see how I'm doing. Your new school will not only provide you with great teachers and counselors, it also offers many helpful programs. The Learning to Work Program (LTW) is one of them. Through LTW, I was able to find two paid internships. Don't forget to ask someone in your school about LTW and take advantage of it.

I know that after reading this letter, many of you may crumple it up and throw it away, but at least do it with the following words in your head.

I came into South Brooklyn with only thirteen credits and I was able to graduate at seventeen, three months before my actual graduation date. Now, I'm eighteen and on my way to college. I wasn't just lucky. I took an opportunity and I didn't let it slip away. You're in West Brooklyn now; South Brooklyn's brother (a school that I am very proud of and very confident in) and you have all these great things just waiting for you. I'm not just saying this. This is all coming from an ex-truant. I would not be writing this letter to you if I didn't feel the way I feel. This is your education you're playing with. Your future depends on this and there are so many people (including your parents) that are there to support you. Don't give up. This might be your last chance. We all believe you can do it. I don't... I know it.

Sincerely,



**Carmen Natalie Rios**  
SBCHS Alumnus







The Model

Starting a School

Building Community

The Advocate  
Counselor

Youth Development  
in the Classroom

Post-Secondary  
Planning

Professional  
Development

Assessment and  
Accountability

Appendices

# Using This Manual





## 1

## USING THIS MANUAL

This manual was conceived to document the key elements that distinguish our unique model from other high schools, as well as to serve as a practical tool for groups engaged in efforts to replicate it and for those working day-to-day in our replicated schools. We are in the early phases of our work as a school intermediary, and still have much to learn. Moreover, the process of developing schools based on our partnership model is by its very nature an ongoing one that will be informed by the specific circumstances of each school and its various stakeholders as well as by external events and contingencies. It is also not a linear process, and the creation of a learning community that reflects our key elements and integrates our youth development approach will proceed on many fronts simultaneously.

We consider this manual to be a living document that, like the model itself, will grow and evolve over time. We have tried to create a structure for this document that is modular so that it can be approached differently and used in various combinations depending on your level of knowledge and where you are in the process of school



development. We are happy to have you use it freely, but request that you share with us any innovations or enhancements on the model that have been successful so that we can continually update the manual. Your feedback and ideas are important to us as we work together to provide disconnected young people with the opportunity to have a more promising future.

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Starting a School

Building Community

The Advocate  
Counselor

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in the Classroom

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# The Model





# 2 THE MODEL

## A. Why Transfer Schools?

It is only recently that our nation has begun to examine and have a dialogue about high school dropouts, a growing phenomenon that affects communities across the country. Here in New York City, it is an epidemic and one that Good Shepherd Services, the city, and many other institutions and organizations have been combating on a variety of fronts for many years. Yet, we still find that currently, nearly one half of all entering freshmen in the city's traditional public high schools become overage and under-credited during high school, putting them at high risk for dropping out.<sup>1</sup>



We believe that transfer schools are the answer for many at-risk students and former dropouts who have somehow fallen through the cracks in more traditional high school settings. Transfer schools are defined as small, academically rigorous diploma granting high schools for youth between the ages of 16 and 21 who have been enrolled in a NYC public high school for at least one year and, due to excessive truancy and/or dropping out, are too far behind in credit accumulation to be promoted to the next grade level in their current high schools. There are myriad reasons why

these students have not been successful. At the school level they can easily fall behind because of overcrowding, negative peer pressure and lack of personalized attention from the teachers and other school staff. Outside of school, these young people are often living in impoverished communities in which violence, substance abuse, and criminal behavior are all too present. They struggle with some very adult issues, including court involvement, pregnancy, homelessness, family histories of alcohol and

<sup>1</sup> Office of Multiple Pathways to Graduation, NYC Department of Education, "Multiple Pathways Research and Development: Summary Findings and Strategic Solutions for Overage, Under-Credited Youth," October 2006.

drug use, parents suffering from HIV or other terminal illnesses, and the death of a parent or family member.

Transfer schools provide a second chance for these students to complete their education and create a better future for themselves, their families and their communities. Transfer schools, by nature, are much smaller learning environments in which students receive the individualized attention they need to achieve academically and, specifically in the Good Shepherd Services model described in this manual, the intensive support services they need to overcome personal roadblocks to earning a diploma.

## B. About Good Shepherd Services

Good Shepherd Services (GSS) is a leading youth development, education, and family service agency that today serves over 18,000 program participants a year. We give vulnerable youth in New York City the opportunity to take ownership of their future, making a difference today and for the next generation. Good Shepherd is a multi-service agency, but our diverse programs are united by the common goal that underlies all of our activities: to help vulnerable youth and families make a safe passage to self-sufficiency. All youth living in poverty and in poor neighborhoods are potentially at-risk for reaching adulthood without the skills they need to be successful. We seek to help as many such youth as possible, with a particular emphasis on adolescents who lack resources, coping and interpersonal skills, and are without a safety net and therefore disconnected or at-risk of being disconnected. For all those we are able to serve, we seek to keep youth and their families out of harm's way, help youth build strong connections and supportive environments, and provide youth with the opportunity to develop the independent-living competencies that they need to become self-sufficient adults.

In our early years, our sole focus was on providing residential care for troubled adolescents but, over time, we became convinced of the need to surround vulnerable children and families with comprehensive services in their communities and thus avert the need for costly out-of-home placement. Over the past 30 years, Good Shepherd has developed geographic networks of comprehensive services in Brooklyn and in the Bronx, providing a broad array of individual, family and school-based services to prevent youth from becoming disconnected from family, school and society. In addition, we help those who are already disengaged (i.e., out of school, out of work and lacking the support of caring adults) find hope and motivation to reconnect with their community. We continue to provide a safety net of superior quality foster care and residential programs for young people who cannot stay in their families, as we have since 1857.

Good Shepherd's programs succeed because of the unique way in which we work:

- We have a profound belief in the strengths inherent in youth and the ability of individuals and families to transform themselves.
- We surround youth and families with the services and supports they need.
- We employ a rigorous business approach that stresses partnerships and makes the very most of both public and private resources.



## C. Philosophy of Youth Development



Good Shepherd has a long history of providing programming to young people that is infused with our signature, strength-based youth development philosophy. In essence, our philosophy and practice is to help young people to identify and build upon their inherent strengths and abilities while acknowledging their individual circumstances and needs. We recognize the fundamental importance for young people of a strong one-to-one relationship with a nurturing adult and the need for them to find positive ways to connect or reconnect with their peers, their families and

their communities. It is our belief that the more connections that young people have, the more likely they are to succeed. By offering structures and experiences that foster a sense of safety and belonging, self-worth, autonomy, as well as personal and academic mastery in each young person, we help them transform their sense of themselves and their life options and reenergize them to invest in their own futures.

*“Working with young people takes an individualized approach - each student is different, but they all know you are there for them. One student needs a hands-off approach and the other may need you to take him/her by the hand - each approach demonstrates to the students that you are there for them. A trusting relationship is developed that helps them grow.”*

—YVETTE LOPEZ, FORMER ADVOCATE COUNSELOR

Youth development permeates all aspects of both the Good Shepherd Services (GSS) Transfer High School Model and overall student experience – it is not a simple laundry list of actions, but a paradigm that shapes a holistic approach to working with young people. The integration of youth development practices throughout the school enables all staff members to provide the students with concrete structures to support their personal and academic development and tap into their unique talents.

We start by working with each student to counter the sense of failure, alienation and hopelessness he/she has felt in his/her previous school and help him/her to identify his/her individual strengths, current circumstances and needs. Once these things have been recognized, the student, with the help of his/her Advocate Counselor, can begin to take responsibility for and ownership of his/her personal, educational, and professional growth.

The GSS Transfer High School Model’s approach to youth development is founded on a belief in and practice of:

- Strength-based and transparent communication between students and staff
- The value of a primary adult in each student’s life

- Structured routines that provide clear, consistent expectations and ongoing feedback that promotes accountability both in and outside the classroom
- Respect for student voice and a focus on youth participation and leadership development
- A personalized learning environment where each student is known

This underlying philosophy and its implementation in day-to-day practice results in engaging learning and professional environments for students and staff alike that promote high expectations and commitment to achieving individualized goals.

## D. About the Good Shepherd Services Transfer High School Model

### History of the Model

Our collaboration with the New York City Department of Education began in 1980, when the New York City Deputy Mayor's Office of Youth Policy asked us to develop a program to serve the large number of students who were dropping out of our local zoned high school. We agreed, and in collaboration with the former New York City Board of Education (BOE), launched South Brooklyn Community High School (SBCHS). Initially a program, SBCHS was administered through the central board as part of its dropout prevention effort and, in 1987, began to operate as a transfer program of the zoned high school. At that time, graduates of the program received a diploma from that school.



Our relationship with the BOE transitioned into a true partnership when SBCHS became an official transfer high school under the New Visions for Public Schools' New Century High School Initiative. Following a request for proposals from the New Century High School Initiative, we invited B.A.S.I.S. (Brooklyn and Staten Island Superintendency) to join with the Agency in submitting a proposal to establish SBCHS as a freestanding school in the spring of 2001.

In July 2002, after a year-long planning process, SBCHS became an official diploma granting transfer high school through a BOE resolution. In September 2003, following the restructuring of the New York City Board of Education, our partnership with the newly created New York City Department of Education (DOE) shifted from B.A.S.I.S. to the Region 8 Instructional Superintendency. SBCHS is one of 21 transfer high schools currently operating in New York City and in July 2006, became one of 331 "empowerment schools."<sup>2</sup> Though the central oversight of the school has shifted over the years, and the DOE continues to undergo restructuring, it is impor-

<sup>2</sup> Empowerment schools are not part of any district or region and are not supervised by a superintendent, but operate autonomously. Principals are responsible for many functions that are traditionally carried out by the districts, like budgeting, teacher training, and designing special education programs and classes.

tant to note that both parties remain committed to operating the school in true partnership and to the essential elements of the model that are integral to its success.

The Good Shepherd Services Transfer High School Model is focused on accelerated credit accumulation, an increased Regents passing rate, student goal setting and attainment, and leadership development. Using our unique approach, we have established a demonstrated track record of success in meeting the needs of a population of students who have become disconnected from their previous high schools. In the fall of 2006, we opened a second transfer high school, West Brooklyn Community High School, the first replication of our model. Plans are already well underway for a third Good Shepherd school, Bronx Community High School, which will open its doors in September 2007. In addition, in our new role as a transfer school intermediary, we are working with three other NYC community-based organizations to help them open their own schools based on our successful model.

### SBCHS Mission Statement

South Brooklyn Community High School is committed to providing students with a quality academic experience that prepares them for post-secondary education, meaningful employment, healthy personal and family relationships, and participation in the life of their communities.

Jointly operated by Good Shepherd Services and the Department of Education, SBCHS works with overage, under-credited young people who have dropped out of high school or been excessively truant. At SBCHS, students and staff who come from diverse backgrounds work together to build a strong sense of community based upon mutual respect and a commitment to participating in an effective learning environment that fosters excellence and is responsive to student needs and interests.

The school supports the comprehensive development of young people and provides diverse opportunities for them to participate in decision-making and exercise leadership skills both within the school and the greater community. SBCHS recognizes the importance of family and supportive adults to ensure the success of the program and works to make sure that they are appropriately involved in their children's experience at SBCHS.

## E. The 5 Core Principles and 5 Essential Components

We have identified five core principles that form the bedrock of our approach and five essential components that further distinguish our unique youth development model. Together these ten key elements inform our school philosophy, policies, and practice. They are deliberately integrated into all aspects of the school—from meeting structures and classroom routines to the ongoing interactions between the Advocate Counselors and students—and are intrinsic to its success.



The following section briefly describes these key elements. How our youth development approach, the five core principles and particularly the five essential components are fully integrated into the model is described in greater detail in subsequent sections.

## 5 Core Principles

### Core Principle #1 High Expectations

We believe that each student can and will achieve at high levels, regardless of past performance. By enrolling in SBCHS, our students commit to participate in a rigorous educational program and to achieve personal goals that they set for themselves. Both GSS and DOE staff members at SBCHS provide appropriate supports and continuous strength-based reinforcement and feedback to help students sustain a high level of achievement. We also expect all of our staff members to demonstrate their dedication to this principle in their communication and practice with students, parents, and with one another.

We help students to meet our high expectations of them by working with them individually to set and attain goals, confronting any obstacles that may stand in the way of success. Advocate Counselors work routinely with students to keep them focused on their goals and communicate regularly with teachers and other SBCHS staff members about each student's progress.

*"In the past, people expected little of our students, but we push them ahead."*

— LINDA BROWN, LITERACY COACH

Students are expected to both attend and participate during class and to build their literacy skills in each subject area. Benchmark assessments, administered every other week, allow staff to inform students of their progress in meeting proficiency targets for each subject. In addition, staff members continuously work with the students to identify areas in need of academic improvement, enrichment, acceleration, and personal growth.

## Core Principle #2

### An Active and Rigorous Learning Environment

To stay focused and committed to their studies, our young people participate in a program that is both engaging and academically rigorous. Our learning practices are student-centered and designed to create opportunities for all SBCHS students to have a voice in the learning community both in and out of the classroom. We have found that these practices give a young person the motivation and confidence he/she needs to graduate, prepare for a job or for college, and create a viable plan for life after high school.

*"Students tell me I'm not a reader - I tell them yes you are, you just haven't found the right book yet."*

— SYDNEY KING, ENGLISH TEACHER



All SBCHS courses and workshops, including the job and college readiness workshops, are structured similarly to instill a sense of routine, consistency, and accountability across all subject areas. These practices create a familiar, safe environment where students recognize their responsibility for learning and achieving their goals.

Curricula are designed to be hands-on, in alignment with New York State standards, and connect to students' life experiences and practical needs. We utilize the

Workshop Model as an instructional approach and structure to set clear goals and expectations and promote student voice in each classroom. Literacy and Regents test preparation are integrated across all subject areas to build course competencies and help students pass their exams.

### Core Principle #3

#### Building Healthy Relationships

SBCHS emphasizes the fundamental importance of helping students build healthy relationships with school staff, peers, family members, and with the broader community. Within the school environment, adults are committed to forming caring and trusting relationships with students to support them both academically and personally. These relationships provide an anchor for students when issues arise, inside and outside of school, that may jeopardize their ability to reach their goals. Through strength-based communication, positive relationship modeling between students and staff members, and the establishment and reinforcement of routines and rituals, students begin to form bonds with adults, feel valued, contribute to the school community, experience how they are important to the health of the community, and thrive.

*“It’s like family here; they make you believe you are someone.”*

– LILLIAN, STUDENT

We start building healthy relationships with students and their family members during the new student intake/admissions process. The process allows students, family members, and GSS staff members to have an open discussion about the school’s expectations and the responsibilities of the students. It also helps us assess student and family commitment to re-engagement.

Once a student is accepted into the program, he/she is assigned an Advocate Counselor who provides the primary adult relationship in a student’s life at SBCHS. The Advocate Counselors support students in their efforts to develop positive relationships with DOE teachers, their peers, family, and members of the community. Advocate Counselors have opportunities to facilitate relationship building during their one-to-one meetings with each student, the twice-weekly Community Scholars Group meetings, daily attendance outreach, informal daily contact, and crisis intervention (*see page 33 for a complete job description*).

While the Advocate Counselor is the primary support person for a student, every staff member has a relationship with a student and is available to support him/her. Each staff member is committed to working with the student to identify the “why” of his/her behavior, help him/her articulate that “why,” and explore strategies to help him/her stay on a positive path. In addition, to set clear expectations with students, we have implemented a uniform grading policy across all subject areas. Both students and staff are clear about what students need to know and to do in order to succeed.

### Core Principle #4

#### Student Voice and Responsibility

To keep students actively engaged in school, we believe it’s important for them to not only take responsibility for their own learning, but for them to take an active role in shaping the overall school community. The SBCHS staff provides the young people with both support and opportunities to voice their thoughts and opinions and make meaningful contributions to their learning environment. With such power comes the



expectation that students make responsible decisions and remain accountable for their actions. Students acknowledge that they have two main responsibilities at SBCHS: to be on time for and be engaged in school each day and to stay committed to and reach the goals of graduation and those set out in a viable post-graduation plan, which they develop with guidance from their Advocate Counselors.

*“SBCHS feels like a job instead of a school. You have a lot of responsibilities; you know what is expected of you at all times. You know if you are late and miss class you get a call, you know what is expected of you in each class and how to pass, you are given freedom to have lunch off campus. You feel mature.”*

— STEVEN, STUDENT

A range of opportunities are integrated into the SBCHS model to build student voice and responsibility. Initially, one-to-one meetings and twice-weekly Community Scholars Group meetings with Advocate Counselors provide the primary forum for fostering youth empowerment and youth input in decision-making. Youth voice is further nurtured and expands to the larger school community through participation in monthly Community Meetings (*see page 44*) and in our Student Leadership Group (*see page 53*). In addition, the DOE Principal and GSS Program Director conduct student satisfaction surveys to gauge how students are feeling about the school, and bring students together for input on particular school topics or policy issues with which they are struggling.



The DOE teaching staff creates an active and accountable learning environment for students. Through the design of the Workshop Model (*see page 58*), students are able to predict classroom routines and activities, and are therefore able to be prepared for class each day. Through the twice-monthly benchmark assessments (*see Appendix D*), each student and the appropriate staff members learn how he/she is performing academically, and are able to identify areas for additional instructional support or acceleration.

Advocate Counselors provide ongoing support and positive reinforcement to students throughout the school day. Teachers may call on an Advocate Counselor for help if a student needs support during a class period. An Advocate Counselor might sit in the classroom with a struggling student or pull that student out of class to help him/her refocus attention on class work, catch up on missed work, or to discuss attendance issues. They promote student voice and responsibility by using their daily interactions with students to reinforce the goals that each student sets upon first entering SBCHS, and their value as a member of the school community.

## Core Principle #5

### Building Community

Community building is key to the success of students at SBCHS. It is a continuous process that takes place simultaneously at many different levels and engages students, staff, parents, neighborhood partners, GSS, the DOE, and other community stakeholders. It is supported through rigorous structures of decision-making, shared responsibility, and engagement, both within and outside the school community.

A number of routines, social exchanges, and structured activities, taking place on a daily, weekly or less frequent basis, build upon one another and have a positive impact on the whole school community.

These activities include:

- School intake
- Daily attendance outreach
- One-to-one meetings with students and Advocate Counselors
- Twice-weekly Community Scholars Group  
*(see page 51 for a more complete description)*
- Family outreach
- Monthly Community Meetings
- Leadership activities
- Internships
- Post-graduate planning/exploration



DOE teachers intentionally build community during classroom instruction through warm-ups and ice breakers and then gradually progress toward group projects, cooperative learning, and project-based assignments and presentations. Small class size and classes that meet five days a week help to promote close relationships between students and teachers. This closeness enables students to feel comfortable enough to take risks inside and outside the classroom.

Advocate Counselors build community through Community Scholars Group meetings and Student Leadership Group meetings and activities. Students are able to develop peer-to-peer and staff-to-student relationships and increase their leadership skills. Outside of the school environment, the GSS Job Developer develops partnerships between students, employers, and the neighborhood, thus giving students an opportunity to engage with adults other than those with whom they interact at SBCHS and to participate in the larger community. Students also participate in job readiness workshops (*see page 69*) that provide another opportunity for them to share experiences and learn from one another.



## 5 Essential Components

### Essential Component #1

#### Partnership and Shared Leadership

The basic partnership between Good Shepherd Services and the New York City Department of Education provides the foundation for the success of the model. While both parties contribute to and are responsible for different aspects of the SBCHS model, it is imperative that they both make an active commitment to operate the school together at all levels of each organization – including the DOE and GSS leadership, the DOE Principal and the GSS Program Director, the Advocate Counselors and the DOE teaching staff.

The operational leadership of the school is assumed jointly by the DOE Principal and the GSS Program Director, who bring complementary skills to this function. Together, they implement a leadership structure that is based on ongoing consultation and mutual consent in planning, developing, and supporting the operation and culture of the school. They ensure that the academic programming reflects students' developmental and educational needs and facilitate the implementation of a positive culture and a high level of communication and integration between staff. Regularly scheduled meetings including weekly meetings of the school leaders and twice-monthly meetings of the full staff ensure cohesion in the school community. A common lunch period provides additional opportunities to conference with fellow staff members and students and further strengthens the learning community. Quarterly meetings of the core team, composed of school leaders and higher level GSS and DOE leadership, provide an effective forum for addressing larger systems challenges and other important issues, ensure ongoing support of the partnership, and continue to foster shared decision-making.

The GSS model does not just reflect a strong collaboration between GSS and the DOE. We also consider ourselves to be in partnership with the students, their families, and the community in which the school is located. Students choose to be part of SBCHS, they are not forced by their parents or the DOE or any other institutional body to participate. They must apply, and, if they are accepted and choose to attend, they must commit to actively participate in all aspects of the program. The school in turn, commits to provide the students with a quality education and the resources to help them complete it. We partner with students' families to enlist their support of their student's efforts to graduate. We also work closely with various individuals and institutions in the outside community, to enrich our program with both school-based and off-site student activities, as well as external internship experiences for the students.

### Essential Component #2

#### Integration of the Advocate Counselor Within the School Setting

The Advocate Counselor position is in many ways the lynchpin of the school's commitment to youth development and is critical to the establishment of a strong, personalized support system within the school. Recognizing that students often lack a trusting, positive adult relationship, and that personal problems are frequently the

major obstacle to achieving graduation, at enrollment, each student in the school is paired with an Advocate Counselor who serves as the student's chief advocate and primary support person throughout his/her time at the school.



Advocate Counselors work with students one-to-one in twice-monthly scheduled sessions and on an as-needed basis – coaching them and helping them set personal and academic goals, facilitating the development of an individualized post-graduate plan, and supporting them in overcoming barriers to success. In addition to the ongoing individual work with every student, twice a week, each Advocate Counselor facilitates a Community Scholars Group of all of the students on

his/her caseload. The Community Scholars Groups provide ongoing “peer-to-peer” support, and a forum for exploring life issues of the students as they impact on their ability to be productive and reach their goals. The Advocate Counselors also work closely with the DOE teaching staff to make sure each student is progressing toward his/her academic goals and to facilitate communication between students and the larger school community when there are issues or problems that need to be addressed in a larger forum. Teaching staff is also provided with professional development in youth development so that they may apply the practices and principles in their classrooms and in building relationships with the students. *(Please see section 5 for a complete description of the role of the Advocate Counselor in the model.)*

### Essential Component #3 Youth Development Approach to Instruction

Our approach to instruction reflects our commitment to the principles and practices of strength-based youth development. We provide a rigorous and engaging instructional program that recognizes individual strengths, needs and learning styles as well as students’ widely varying levels of credit attainment. Students progress through the school in ungraded cohorts, and have a personalized course schedule based on the courses and Regents exams that they need to graduate. In the classroom, teachers use strategies that allow for differentiated instruction and provide engaging, hands-on activities and assignments that have real world relevance. They set high expectations, with clear goal setting and accountability, and they encourage student participation.

*“The success of SBCHS is based on the power of the partnership between sound youth development practice and strong, student-centered instruction.”* — VANDA BELUSIC-VOLLOR, SBCHS PRINCIPAL

By utilizing the Workshop Model across all subject areas, The GSS Transfer High School Model integrates the principles of youth development into the classroom, providing a consistent, safe structure as well as a student-friendly interactive environment throughout the school. Literacy is integrated throughout the academic program, guided by Ellen Keane and Susan Zimmerman's *The 7 Habits of Proficient Readers*, which provides a structure that allows for the applicability of literacy and critical thinking strategies across all subject areas. Teachers set proficiency targets in each subject area to provide students with explicit academic expectations and milestones to reach at the close of the cycle. Progress toward these targets is measured through benchmark assessments, administered to students every two weeks. Because of this regular assessment, a student experiencing difficulty or demonstrating low attendance during one benchmark is able to make up for it during the next benchmark. The benchmark assessments also encourage academic consistency and accountability. *(For more information on the youth development approach to instruction, please see Section 6.)*

#### Essential Component #4

##### Defined Target Population and Admissions Process



SBCHS works with students between the ages of 16 and 21 who have either dropped out of high school or been excessively truant. To attend SBCHS, students must have previously been enrolled in high school, have at least a 6th grade reading level, live within the school catchment area and successfully complete the admissions process. It is critical that students come from the identified school catchment area to enable Advocate Counselors to conduct home visits and allow students and their family members to benefit from GSS and other CBO neighborhood resources.

Because there are four cycles in the school's academic year in which students both enter and graduate from the school, the admissions process is ongoing. Current students and staff members work together on outreach efforts to recruit prospective students, and Advocate Counselors conduct admissions interviews with the young people and their families throughout the year. The interview is critical in setting expectations for the students, acclimating them to the culture of the school and securing parent/caretaker involvement in and support for the student's education. *(See Appendix F for a sample intake interview form.)*

Once a student has been accepted into the school and commits to the expectations of the program, he/she attends an orientation, receives an academic program tailored specifically to his/her goals and needs, and is assigned to an Advocate Counselor.

By creating parameters and procedures around admission, we ensure that our students fit with the model, and are prepared to take responsibility for their progress in SBCHS. This results in a powerful alliance between students, staff, and family from the onset in the journey toward graduation. *(Please see Section 4 for a more in-depth discussion of the admissions process.)*

## Essential Component #5

### Personalized Small School Environment

The very nature of the SBCHS model, a small school with a high adult-to-student ratio, lends itself to the creation of a personalized learning community. In this community, each student's individualized needs are identified and addressed, creating a safe, secure, and highly personalized academic environment in which he/she can learn and grow.



For the most part, SBCHS students have previously attended very large traditional high schools where they languished in an environment of anonymity. Our model, in contrast, emphasizes the school as a community which values each member and offers high levels of individual attention for each student. A small school and low student-to-staff ratios help facilitate our youth development approach. We enroll between 150 and 200 students, who engage in classes of a maximum of 25 students, with the typical class having 21 or 22. This allows teachers to give individual attention to each student, and to expand their lesson plans to accommodate different learning types within the class. Lastly, Advocate Counselors work with a maximum of 25 students at any given time, affording them the ability to provide core intensive support for students by meeting with them frequently to gain greater insight into their lives and needs.

School engagement is a key tenet to creating this kind of personalized scenario and thus to a student's success at SBCHS. The model provides various opportunities to engage students, families, and community members throughout the school year. All students attend the fall orientation and the monthly Community Meetings – which provide an opportunity for them to have a voice in the life of the school. Families are actively engaged to play a role in their student's success by participating in the admissions process, maintaining ongoing communication and attending the tri-annual open school conferences with the students and the SBCHS staff. Community members are engaged both at the school, by coming into the classroom and sharing particular areas of expertise and outside of the school by partnering with us to place students in internships.

The way in which we use our school facility is also an important means of creating a personal environment for the students. There are no separate places like restrooms or cafeterias for staff members only. Students and staff share common spaces and take part in a common lunch period to facilitate a greater sense of community. We also strive to show our students how much we respect and care about them by keeping the facility very clean and making a point to display student art work and use bulletin boards to create a friendly, informative, and inviting environment.

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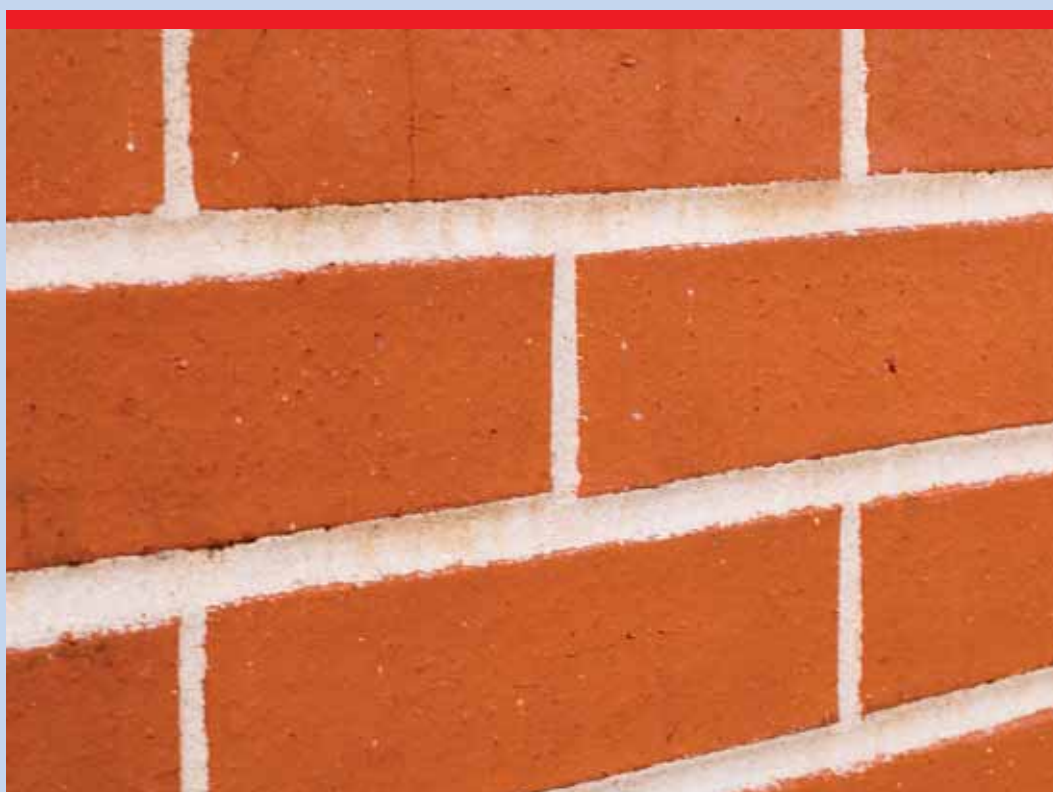
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# Starting a School







# 3 STARTING A SCHOOL

## A. Planning Phase

### Primary Partnership

Good Shepherd's equal partnership and shared school leadership with the New York City Department of Education is the bedrock of the model. Both parties commit a wide range of resources, supports, and services to the school and hold each other mutually responsible for the success and the challenges that are encountered. To ensure the success of the model, it is also imperative that both the GSS and the DOE's leaders share a commitment to the strength-based youth development philosophy that permeates all aspects of the school community.



At times, our partnership is faced with unique challenges that other school models may not confront. Some of these challenges include: a lack of understanding and recognition of the partnership by outside entities; a lack of understanding of the transfer school model; demands of various accountability and reporting systems; city, state, and federal mandates on the school program; a lack of cohesion and alignment of both sets of school staff members; and a lack of funding and resources to support the model.

GSS and the DOE jointly fund the school model. GSS commits considerable time and resources to solicit and obtain various public and private grants to fund the support services so vital to our students' success. The DOE contributes the standard per pupil funding which funds the teaching staff, the DOE Principal, etc. The DOE Principal at SBCHS also commits part of her budget to help fund the support services component.

Though the partnership operates at different levels, engaging different parties and systems within both institutions, the most important and primary partnership between GSS and the DOE is the one between the DOE Principal and the GSS Program Director, as it sets the tone and framework for the collaborative culture through every structure of the school community. In order for the model to maximize its effectiveness, this relationship must be based on mutual respect and active commitment to each partner's primary responsibilities and to a shared decision making structure as outlined below. *(A much more detailed description of the partnership between the DOE Principal and the GSS Program Director can be found on page 28 under Operations Planning.)*

#### Good Shepherd Services:



- **Student Recruitment:** Leads year-long student recruitment, intake, and enrollment
- **Principal Hire:** Initiates recruitment and identification of Principal. Once primary candidate is identified, DOE and GSS meet and jointly hire candidate
- **Funding:** Provides funding for GSS programming and for year-round GSS staff (Program Director, Program Facilitator, Advocate Counselors, support staff)
- **Core Programs:** Provides job readiness and experience program, student leadership development program, and professional development activities for both GSS and DOE staff members
- **Ancillary Programs:** Works to identify other providers that may collaborate to provide services at the high school. For example, at SBCHS, the initial development of a dance program for students was provided by a local dance company in collaboration with teaching staff
- **Advocacy:** Acts as an intermediary liaison between SBCHS and the DOE and other key stakeholders for increased programmatic funding that impacts the model
- **Oversight, Support, and Accountability:** Provides technical assistance to help school meet accountability targets and collect data to measure progress
- **School Start-Up:** Initiates and leads new school planning process and identifies membership for core team



### Department of Education:



- **Instructional Leadership:** Holds professional development trainings and provides technical assistance to Principal and teaching staff
- **Facilities:**<sup>3</sup> Provides and supports space as needed for school
- **Student Recruitment:** Provides contact list of students classified as “long-term absences” (LTA) for student recruitment and engagement and jointly coordinates school recruitment events at catchment area high schools (*we recruit specifically from the catchment area in order to facilitate home visits when necessary, please see page 29 for more information*)
- **Funding:** Provides standard per pupil funding
- **Oversight, Support, and Accountability:** Provides instructional technical assistance to Principal to meet school accountability targets, Federal Annual Yearly Progress (AYP), state accountability
- **School Start-Up:** Participates in planning team to provide guidance and expertise throughout the development process; core team members remain involved with school post opening

During the planning phase, the DOE Principal, once identified, consults closely with GSS and is responsible for gathering materials and information for planning meetings as determined in the timeline and process. The roles of each partner during the planning phase are outlined below. Please note that many of these responsibilities will carry through into the day to day operation of the school.

### Primary responsibilities of GSS include:

- Coordinating involvement of youth, parents, and community stakeholders
- Working closely with DOE to develop the budget that includes instructional and support services
- Planning staff training and retreats and student orientation
- Providing models for staff development for both the DOE and GSS staff in the integration of youth development principles in the school model
- Identifying strategies for model adaptation which include identifying student body and structures for support
- Embracing a youth development approach to overage, under-credited students

<sup>3</sup> GSS funded the construction of the SBCHS facility. Students had input on building design and layout, especially the use of indoor recreational space.

The DOE is responsible for:

- Providing rigorous, academic-standards based curriculum
- Providing GSS with all relevant information on curricula, budget formulas, and DOE regulations
- Facilitating communication with teachers' and administrators' unions
- Implementing necessary procedures to access information, including supports for data systems
- Embracing a youth development approach to overage, under-credited students

*(Also see Appendix H: New School Work Plan)*

## Planning Team



Planning team member selection is critical to both the new school planning process and its implementation. The make up of the planning team is designed to be consistent with the model's essential component of shared leadership, and provide a forum for planning that engages essential members of the community that can support the school and its work. Our planning team is comprised of representatives from the existing school and proposed new school as well as key community stakeholders. The new school DOE Principal and GSS Program Director are identified in the fall, 12 months prior to school opening in order to participate in the early stages of the planning process. Many of the planning team members are also members of the new school core team (described in the next section). Members of the planning team include:

- New school DOE Principal
- New school GSS Program Director
- GSS Director of Schools
- GSS Leadership
- Appropriate DOE representatives
- Representatives from an existing GSS Transfer High School
- Parent representatives
- Student representatives
- Alumni representatives from an existing GSS Transfer High School
- Community stakeholders
- Potential teachers and Advocate Counselors

The planning team is responsible for building a strong and amicable partnership as it guides key activities for school start-up.

## Student Involvement

Also consistent with our model is the involvement of young people in the planning process. Throughout the process, the planning team seeks appropriate opportunities to gain input from students who attend an existing GSS transfer school and from those in the community to be served. The young people are engaged and supported in the process as follows:

- The planning team includes a primary adult contact that oversees training and supports the youth members in their work with the planning team
- Additional youth input may be elicited through Community Scholars Group meetings in existing GSS schools and reported back to the planning team
- In some instances, students may also complete individual surveys or questionnaires developed by the youth planning team members as feedback tools

## Planning Team Timeline

<b>FALL</b>	New school application process; establishment of core team; exploration of resources that each member can contribute
<b>WINTER</b>	New school staff hiring and recruitment - CBO
<b>SPRING</b>	New school student recruitment and school implementation; planning curriculum
<b>SUMMER</b>	New school staff hiring and recruitment – DOE; planning curriculum; professional development, school start-up retreat, and opening

## Core Team

A new school core team is established to work alongside the new school planning team to facilitate the meeting and process of the larger planning team meetings, and to practice and build the model of shared leadership from the outset of the school design. The core team may meet more frequently than the planning team (which initially meets on a monthly basis, and less frequently as the school gets closer to opening) to review new school progress, make decisions, and divide outstanding assignments. The core team continues to meet throughout the life of the school and consists of key representatives from both the DOE and GSS. Members include:

- Appropriate DOE representatives including the DOE Principal
- Appropriate GSS administrative and support staff including:
  - Program Director
  - Director of Schools
- Outside Consultant/Facilitator

## B. Operations Planning

### Partnership Between DOE Principal and GSS Program Director

Shared school governance by the DOE Principal and GSS Program Director requires that each partner take equal responsibility for the success of the school and its staff. This requires a commitment to a shared vision, transparent and strength-based communication with one another, and the ability to communicate in one voice to the SBCHS school community and to external stakeholders. In addition, it requires a commitment to develop staff from a strength-based perspective that parallels our youth development approach – recognizing where each staff member is professionally and identifying potential areas for growth for both the individual staff member and the school staff as a whole. The process in which we develop staff members is intended to be modeled by the staff in their youth development work with the students.



School structures and communication protocols are put in place to support shared leadership. The two leaders meet weekly for an hour and a half to discuss overall programmatic issues and also check in for thirty minutes each day to address student issues as they arise. As protocol, in the late summer prior to the start of each school year, and again in the spring, the leaders plan and implement formal retreats for the full SBCHS staff, including GSS, DOE, and administrative support staff, to explore, instill, and revisit SBCHS' vision and mission, and to plan together for the upcoming year in such key areas as programming, scheduling, and staffing. They also review current school protocols and procedures with an eye for areas of improvement. This process strengthens their ability to communicate and lead in one voice collectively and with their respective staffs. (*For a more complete description of these retreats, please see page 76.*)

Both the DOE Principal and the GSS Program Director recognize that though each leader has discrete and specific areas of responsibility, there are many issues and occasions that require joint consultation and collaboration.

Broad areas of collaboration include:

- Joint hiring of DOE and GSS staff consistent with their respective contractual and organizational procedures
- Joint planning of staff development and retreats
- Joint staff meetings
- Joint representation and participation at DOE and GSS events and development programs
- Consultation on course offerings during course planning time and on school's master schedule
- Team development and integration
- Joint creation of school-wide committees

Areas of collaboration and shared decision-making that come up on a daily basis include:

- Daily attendance
- Student issues and school tone
- Academic progress and concerns
- Student discharges

## Other Key Partners in the SBCHS Model

### Students

Student partnership is a cornerstone of SBCHS and fundamental to our youth development approach. Consistent with our focus on high expectations and promotion of student responsibility, students enter SBCHS committed to working with both GSS and DOE staff to meet their academic, personal, and professional goals. The most significant partnership a student forms is with his/her Advocate Counselor, but he/she also forms meaningful relationships with the GSS Program Facilitator, GSS Job Developer (*see pages 32-33 for job descriptions*), and DOE teaching staff.



As students work with the staff to develop their skills as students, they are expected to build a commitment to and demonstrate behaviors associated with staying in school, earning a high school diploma, and planning for life after graduation. Both students and staff work together to ensure that students are making progress in accomplishing their goals. Another core practice to deepen our partnership with the students is the promotion of student voice and the provision of opportunities for student voice to be heard and

integrated into daily school life. Students, both as a group and individually, are encouraged to recognize their impact on the school community and participate in making it a community of excellence for themselves and their peers.

### Family

Developing a strong partnership with the student's family, whether parent or a caring adult<sup>4</sup>, is key to the success of a young person at SBCHS. Parents and/or guardians are viewed as a critical support system for students, and SBCHS works hard to develop a working alliance with them. The expectations for family partnership are defined during the admissions interview process and reinforced throughout the school year. We create flexible opportunities for family members to communicate with staff

<sup>4</sup> Whenever possible, we work with the parent or legal guardian, but for some of our students, the circumstances of their lives do not allow this, and we work with them to identify a caring adult whom we can engage in supporting the student to meet their academic goals.



and engage in a young person's academic life. These include frequent telephone contact with school staff; home visits; one-to-one meetings; as well as participation in school-wide events such as tri-annual parent meetings, which bring together staff, students, and parents; parent-teacher conferences; and our graduation ceremony.

## Community

Good Shepherd Services has been a member of the South Brooklyn community since 1980, and community stakeholders have been partners in the development of all GSS programs in the area including the creation of South Brooklyn Community High School. Partners ranging from local hospitals, mobile medical health services, creative arts organizations, and legal and advocacy groups provide student internship placements and services to both students and their families. SBCHS staff members attend community board meetings and sit on appropriate councils to keep members apprised of SBCHS' work. In addition, representatives from the community participate in the new school planning process. Students are also engaged to work on community projects or with other Good Shepherd Services programs to help coordinate neighborhood events. This practice is implemented deliberately by staff to build civic competence and promote a sense of belonging and pride among students.

## School Staff

### Department of Education Staff



**Principal:** Responsible for the instructional vision of the school and all aspects of the educational program. The Principal is responsible for:

- Supervision of all DOE staff
- Curriculum planning and implementation
- Developing professional development and training curriculum for teachers
- Instructional leadership of teachers
- Reviewing data and assessing student needs; using data to drive instruction
- Food and Nutrition, School Safety, and School Support staff
- Sharing expertise in youth development principles and student-centered instructional strategies
- Working with appropriate DOE representatives and other educational policy audiences
- Working productively with the GSS Program Director to build and maintain a model partnership and culture for the school
- Managing school budget



**Assistant Principal:** Reports to the Principal and is responsible for:

- Assisting in teacher professional development workshops
- Working with GSS Program Facilitator to support youth development principles and peer coaching
- Attending all appropriate DOE Assistant Principal meetings
- Providing assistance to school Principal on the following:
  - Supervision of DOE staff
  - Special Ed. and English Language Learners (ELL) compliance
  - School safety
  - School leadership team
- Maintaining school records, reports, and budget

**Guidance Counselor:** Reports to the Assistant Principal and is responsible for:



- Reviewing transcripts for coordination of student programming
- Facilitating college and workforce readiness workshops
- Liaising with referring schools and helping expedite transfer of records
- Working with Advocate Counselors and GSS Program Director to ensure students' compliance with NYC, NY State and SBCHS graduation requirements
- Coordinating Regents testing
- Managing alternative cohort data
- Overseeing two-credit summer internship course elective

**Teachers:** Report to the Principal and are responsible for:

- Curriculum development, mapping, aligning course content with state standards, and integration of literacy across the curriculum
- Infusing youth development principles into the curriculum
- Setting proficiency targets and conducting twice-monthly benchmark assessments
- Preparing students for Regents exams
- Communicating with Advocate Counselors on student academic progress
- Personal professional development and goal setting

Positions<sup>5</sup>:

- **2 English Teachers** (1 acts as Instructional Support Specialist)
- **2 Math Teachers**
- **2 History Teachers** (1 designated/alternating UFT Chapter Chair)
- **2 Science Teachers**
- **1 Art Teacher**
- **1 Physical Education Teacher**
- **1 Spanish Teacher**

**2.5 School Secretary:** Reports to the Assistant Principal and assists with administrative activities.

**.75 School Aide:** Reports to the Assistant Principal and is responsible for administrative activities.

### Good Shepherd Services Program Staff



**Program Director:** Responsible for all aspects of the Good Shepherd Services component of the school including:

- Collaborating with DOE and GSS to provide comprehensive support services to students and their families
- Administering student recruitment and enrollment process and overseeing student admissions process
- Working closely with Principal to fully integrate DOE/Agency programming
- Supervising GSS Program Facilitator and Job Developer
- Coordinating and administering youth development training for all staff
- Working productively with the DOE Principal to build and maintain a model partnership and culture for the school
- Providing input to DOE and GSS staff hiring
- Developing student programs and school master schedule
- Overseeing administration of publicly funded contracts and private grants, including compliance and reporting requirements



**Program Facilitator:** Reports to the GSS Program Director and is responsible for:

- Hiring, training, and supervising Advocate Counselors in conjunction with the GSS Program Director
- Coordinating and developing Community Scholars Group work with Advocate Counselors
- Working collaboratively with DOE Guidance Counselor to assess student needs (academic and other)

<sup>5</sup> Number of positions based on availability of funds and programs needed.



- Conducting student admissions and orientation
- Referring students and families to appropriate GSS programs or other social services agencies as needed
- Assisting in the development of after-school and summer programming
- Generating and recording relevant admissions data
- Coordinating parent engagement activities
- Developing and facilitating the Student Leadership Group and related activities

**Advocate Counselors:** The Advocate Counselors report to the GSS Program Facilitator and are responsible for:

- One-to-one counseling with students
- Monitoring student benchmark assessments
- Conducting Community Scholars Group twice a week with a cohort of students
- Conducting student outreach and ensuring that student attendance supports are in place
- Developing elective after-school programming
- Overseeing crisis intervention and conflict mediation
- Assisting students with services needed to ensure school attendance
- Providing students with continuous feedback and support
- Assisting students with job, career, and college plans; working with students to create post-graduate plans
- Facilitating communication between students and teachers
- Working with parents/caring adults to ensure involvement in student education/life
- Facilitating student intake interview process
- Referring young people to alternative educational options
- Keeping accurate documentation of students' progress toward their goals and next steps in the process

**Job Developer:** Reports to the GSS Program Director and is responsible for:

- Administering the job readiness program
- Running workshops to prepare students for internship placements and seminars for students once they have been placed in internships
- Locating and coordinating internships for students
- Communicating with Advocate Counselors about student progress/ internship
- Planning with DOE and GSS staff for in school and after-school work experience opportunities.

**Secretary:** Reports to the GSS Program Director and is responsible for all administrative tasks of the program.

## Hiring Practices

SBCHS has formal hiring practices for the DOE and GSS staff consistent with DOE standards, labor regulations, and GSS agency policy procedures. In year one, all initial hiring of school staff is conducted jointly and, as the school grows, the leaders hire their own staff in consultation with each other. All staff participates in GSS mission effectiveness training during their first three months of employment to build cohesion around the philosophy and practices of the school.

### DOE Teaching Staff Hiring Steps

1. Candidate tours school before formal interview
2. Resume screening based on predetermined rubric
3. Level I interview conducted by Hiring Committee  
(committee consists of both DOE and GSS employees)
4. Candidate submits lesson plan and education philosophy
5. Level II interview conducted by GSS Program Director and DOE Principal
6. Candidate submits writing sample

### Good Shepherd Services Staff Hiring Steps

1. GSS Program Director or Program Facilitator contacts GSS' Human Resources Department who post the positions in local papers, on the internet, and on the agency's website
2. GSS Program Director and Director of Schools conduct the interviews for the Program Facilitator position; Program Director decides which interviews DOE Principal should also attend or if separate interview is necessary
3. GSS Program Facilitator and Program Director conduct the interviews for the Advocate Counselor positions separately; and then mutually decide which candidates to hire
4. DOE Principal may join or conduct a separate interview with prospective GSS staff if necessary

*(For more information on the Summer Intensive new staff training for both GSS and DOE staff members, please see page 78.)*

## School Structure and Academic Calendar

SBCHS is an un-graded<sup>6</sup>, 18-24 month transfer high school that operates with a 12-month academic calendar. This year-round calendar allows for rolling admissions and continuously supports current enrollees to earn credits and to engage in school. SBCHS runs in four 12-week cycles: Cycle One begins in September, Cycle Two in December, Cycle Three in March, and Cycle Four in July<sup>7</sup>. The schedule is consistent in meeting required seat time and hours per credit by New York State.

<sup>6</sup> There is no 9th, 10th, 11th, or 12th grade in the school. Students do not receive grades, only twice-monthly benchmarks and only the number of earned credits and Regents passed are used as measures toward graduation.

<sup>7</sup> Dependent upon DOE funding, Cycle 4 summer school is an issue to address each school-year, but is crucial to the model.

## School Culture



SBCHS is a small school with a high staff-to-student ratio which creates a personalized learning environment where each student is known by the adults in the building. This high staff-to-student ratio ensures that students who do not have a history of success in school have the supports and opportunities needed to earn a high school diploma and prepare for life after high school. Because students' past experience of school has most often been negative, intentional actions to create a welcoming, professional school

environment, where students are greeted every day at the door and called by their first names are integral to the model. Staff members treat the young people with respect and students call staff members by first name. We also require all SBCHS personnel, both DOE and GSS, to be well-versed in and committed to the school's mission, unique structure, and youth development philosophy. (See *Appendix A: What We Believe and Practice*.)

*"We honor kids and respect where they are. We talk to them like people instead of problems. They come to us programmed to think that they are troublemakers. They have so little self-esteem and many are depressed and acting out. We treat them as if they are capable normal high school students and this helps them rise out of their stuff to do the work."*

— SYDNEY KING, ENGLISH TEACHER

In addition, while there are several small meeting spaces for staff to meet with students and/or family, there is no separate space in the building specifically for school staff such as a staff lounge or cafeteria. Staff is encouraged to eat with students in the cafeteria and there is shared use of such spaces as the restroom and the computer lab. The common use of shared space by both the students and school staff is an effective means to communicate a sense of community.

SBCHS' facility communicates a sense of community and respect by its cleanliness, attention to detail, and the display of student work throughout the school. Regardless of the type of facility, we have found that enhancing the learning space in this fashion is an important vehicle for creating a personalized learning environment.



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# Building Community



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# 4

## BUILDING COMMUNITY

### A. Target Population



We recruit young people between the ages of 16 and 21 who have stopped attending school or have been truant. To qualify for admission, students must have been enrolled in high school, have limited credits, read at a sixth grade level or above, and be committed to earning a high school diploma and creating a post-graduation plan. The majority of our students are from the local comprehensive high schools and live within the school catchment area. It is critical that students come from the identified school

catchment area to enable Advocate Counselors to conduct home visits (*please see page 50 for more info*) and allow students and their family members to benefit from GSS and other CBO neighborhood resources.

The following student demographics are reflective of the challenged community in which our school operates. On average:

- 91% of students are minorities
- 75% receive free/reduced lunch
- Average age is 17
- More than 80% of SBCHS students have fewer than 20 high school credits at admission

In addition, 10% of the student body is identified as having special education needs requiring academic interventions.



## B. Outreach

The goal of student recruitment is to initiate positive re-engagement of young people and their families with the school system from first contact with SBCHS. The process begins with intensive mail and telephone outreach to “long-term absentees” (LTAs) to encourage them to return to school. In addition, outreach is also made via neighborhood high school Guidance Counselors and student word of mouth. (*See Appendix E: Sample Recruitment Letter.*)

Current students play a role in the recruitment process. Many students identify prospective students for admission and these students receive referral letters and follow-up phone calls from school staff.

While student recruitment is conducted year round, intensive recruitment for new school start-up begins in April of the upcoming school year, with preliminary work taking place in the preceding months. See calendar below:

Month	Staff Involved	Activity
February	DOE Principal	Requests LTA list from appropriate DOE leadership by specific zip code for school catchment areas
March	GSS Program Director	Meets with DOE school representatives and Assistant Principals of Guidance to introduce them to the school
April	GSS Program Director and students	Send targeted LTA student mailing and conduct telephone outreach
May – August	GSS Program Director, GSS Program Facilitator, and Advocate Counselors	Conduct student intake, community engagement presentations, and continued telephone outreach

## C. Admissions

*“Building healthy relationships between staff and students and staff with families begins during the SBCHS intake process. We want students to tell their story - we don’t want them to edit out their experience. We want to hear their dreams about the future and understand how they see themselves. We see how they identify themselves to school, family, and what has influenced them in their decision making process - what they feel needs to be different to have a new desired outcome.*

*The parent meeting is important because it frames the issue of truancy. Do parents feel it is a school problem, their problem, are they able to provide guidance and support to their young person? In conversations we highlight in a very individualized way what our concerns are and what we agree to work on together. We build a new place and a new perspective to work from in order for a student to receive a high school diploma.”*

— MILLIE HENRIQUEZ-MCARDLE, GSS PROGRAM DIRECTOR

## Pre-Admissions Process

Before students enter the formal admissions process, GSS conducts a telephone screening to assess if the prospective student meets the basic admissions criteria in terms of:

- Ability to graduate by age 21
- Prior school history and experience
- Current circumstances
- Level of special education and ELL needs, if any, in relation to the school's ability to address these needs effectively

Students who meet minimum criteria are then scheduled for a school visit and in-person interview. Students who do not meet the minimum criteria are notified and invited to meet with an Advocate Counselor to discuss referral to an alternative program better suited to addressing specific academic status and goals.

## Intake

During the intake process information is gathered about prospective students with three general goals in mind:



1. To help the student focus on past academic patterns and to identify improvement strategies.
2. To involve parents/caring adults in the process and to identify ways that they can support the student.
3. To provide academic and personal information to teachers and Advocate Counselors to create the most appropriate and individualized educational and youth development program for each student.

Staff also assess the young person's commitment to earning a high school diploma within the SBCHS framework and set and reinforce clear school-wide expectations for each student.

The admissions process takes approximately two weeks, depending on the time of year, and is led by the Advocate Counselors, supported by the GSS Program Facilitator, and overseen by the GSS Program Director. The process is as follows:

### 1. Interviews

We conduct a separate in-person interview with the young person and a second interview that also includes the parent/caring adult to determine if SBCHS can meet student and family needs and expectations. The student-Advocate Counselor interview focuses on challenges the student has faced in connecting with school in the past – discussing attendance history with the purpose of identifying patterns in past behavior and strategies for the future.

The second interview with the student, Program Facilitator or Program Director, and parent/caring adult allows both the student and the parent/caring adult to share their perspectives on the student's attendance history and academic performance with the purpose of identifying shared goals and expectations.

Students must commit to the following SBCHS program components:

- a. Work toward a high school diploma
- b. Create a post-graduation plan
- c. Engage with their Advocate Counselor
- d. Participate in the Community Scholars Group and community meetings
- e. Attend academic classes

## 2. Required Documents

Students are required to provide:

- a. Documentation of absentee/drop-out status
- b. Copy of transcript or permanent record
- c. Additional transcripts as needed
- d. Age, address, telephone number, referral source
- e. Immunization record

## 3. Testing

Students must take the Comprehensive Test for Basic Skills (CTBS) exam for reading and meet a minimum sixth grade level

## 4. Parent Involvement

Parent/caring adult must accompany the student to the interview and express a willingness to support the young person in his/her efforts to earn a diploma  
(See Appendix F: Sample Intake Interview Form)

## Enrollment

To enroll at SBCHS, the young person, parent/caring adult, and the GSS Program Director must come to a mutual decision that there is an appropriate fit between the student and the school. If this is not possible and a student is not accepted, GSS staff will refer the student to another program that best meets his/her needs.

Those students who are accepted into SBCHS attend orientation, receive their personalized academic programs, and are assigned to an Advocate Counselor.

## Admissions Process Roles and Responsibilities

### DOE Principal

Requests LTA list from appropriate DOE office three times per school year for GSS Program Director to begin the outreach process

### GSS Program Director

- Oversees entire admissions process
- Checks in with Advocate Counselors after each interview for feedback
- Makes final admission decisions
- Creates personalized program for new students

*“A student was referred to SBCHS. We met with the student and the student articulated that he was in crisis, and couldn’t make good decisions for himself, and he didn’t want to change schools. He had been arrested twice and had two court cases approaching. He was not willing to engage in a conversation about what he needed to do to change. The adult that attended the meeting with him was supportive. During the meeting all parties agreed that they were concerned about this young person. However, the young person was not able or willing to talk about the why of his behavior. We all discussed how he had crossed the line with his behavior and its implications. We told the student that he could come back to SBCHS when he was ready and that our time together was not a waste. Three days later, the student called and asked to attend SBCHS. We then set up the parent interview. During the meeting we discussed the rules and expectations of the school. We let the student know that we would do everything to build a healthy relationship with him and support him. We also told him that he would have to commit to school - his past behavior would not be tolerated. Now, he is here every day. He is successful. He works with his Advocate Counselor and he has not failed any classes.”*

— MILLIE HENRIQUEZ-MCARDLE, GSS PROGRAM DIRECTOR

#### **GSS Program Facilitator**

- Sends outreach materials to LTA students and other referrals
- Sets up intake schedule for Advocate Counselors
  - All Advocate Counselors conduct intakes on a rotating schedule
  - Interviews vary from two to five per day depending on time of year
  - Two and a half hour process: one hour for interview; one and a half for testing
- Interacts with students prior to the admissions interview or for referral appointments

#### **Advocate Counselors**

- Conduct admission interviews with students
- Capture necessary demographic information on applicant (ex. transcript data)

## **D. Orientation**

Orientation is a key step to building community among the staff and the students. It is interactive and models for students the ways in which they should communicate with staff and with one another and how they will be expected to take an active part in the life of the school. The goals of the student orientation are to provide a clear understanding of the SBCHS mission, purpose, and expectations; build a sense of community for new and returning students; and allow students to participate in activities that help them get to know the names of fellow students.

Incoming students attend a special orientation that takes place in the fall and periodically throughout the year as new students enter the school. It is a less formal program facilitated by the GSS Program Facilitator and members of the Student Leadership Group. Incoming students attend a session of the new student orientation before they begin attending SBCHS.



In September, a full school orientation for all students – both new and returning, is conducted by the GSS Program Facilitator and members of the Student Leadership Group (*see page 53*). The fall orientation is an opportunity for the school leadership and staff to introduce themselves, set standards and expectations for the school year, and focus on community building. Students also meet in their Community Scholars Groups, where they engage in get-to-know-you activities and review student goals, school rules, expectations, accountability, and the academic program with their Advocate Counselors.

Below is a list of topics covered and activities that take place during the orientations:

- The school mission, philosophy, and practice
- Expectations and responsibilities of students and staff
- Exercises to demonstrate how to build a school community that shares common expectations and approaches to relationships and achievement
- The structure of the school: educational program, attaining credits, benchmark assessments, school schedule, and attendance expectations
- School policies and care of facility
- Student life: activities for leadership development; participation in decision making; career, college, and employment assistance; community service
- School rituals: special events, trips, graduation, and celebrations
- Goal setting sessions

## E. Monthly Community Meetings

All students and staff members are required to participate in this monthly all-school forum to address school specific issues, build on daily relationships, create community, and provide an opportunity for student voice. These meetings also serve as a vehicle to instill in the students a sense of civic responsibility and pride; acknowledge and award those students who have 90% or better attendance for the month; and recognize one student from every class who demonstrates high academic achievement.

#### Roles and Responsibilities:

- GSS Program Director, DOE Principal, and GSS Program Facilitator assess issues and accomplishments that surfaced over the previous month during Community Scholars Group and staff meetings, and discuss proposed topics
- The monthly Community Meeting Committee, made up of DOE teachers and GSS Advocate Counselors, and facilitated by the GSS Program Facilitator, discusses and plans the meeting agenda
- DOE teachers and GSS Advocate Counselors co-facilitate meetings on a rotating basis
- Students participate in the meeting

## F. Open School Conferences

Open school conferences provide an opportunity for parents/caring adults to meet with school staff to be updated on their student's academic and developmental growth and learn about ways to support him/her. Intensive effort is made to encourage parents/caring adults to come and learn about the accomplishments of their young people. We often find that parents resist attending these conferences out of fear that they will hear negative reports, which has often been their past experience at school conferences. As we feel that it is imperative to a young person's success at SBCHS that the parent is an involved partner in his/her child's education, staff members work very hard to encourage parental participation in these events.

Open school conferences take place three times a year, once per cycle during the regular school year. The event is organized by the entire school staff and takes place in the evening. The evening begins with a welcome by the DOE Principal and GSS Program Director, followed by staff introductions, a student presentation or performance, and dinner. Parents/caring adults are able to meet with the Advocate Counselors, DOE Principal, and GSS Program Director and visit their student's classrooms to meet with his/her teachers.

## G. Involvement of Outside Community Members in SBCHS

We work with various community partners in the classroom to enrich the students' educational experience as well as provide a window into the world-of-work. For instance, attorneys from a local law firm have taken part in a history class to work with the students on a mock trial as part of the U.S. History curriculum. A local arts group has co-taught classes in both U.S. History and Art and worked with the students to produce a documentary on knowing your amendments that was later showcased at a community arts festival. We also make sure that when speakers come to SBCHS, students are familiar with who they are, what they do, and how they have impacted the community. For example, students were assigned to read the book of the graduation keynote speaker prior to his participation in the ceremony.

*“The most successful activity has been the reenactment of Supreme Court cases. Students take the work more seriously because they want to look competent and professional in front of their peers when they are competing to win the case...The fact that real lawyers are involved in our reenactments also makes the classwork more authentic and raises expectations.”*

—PATRICK MCGILLICUDDY, HISTORY TEACHER

In addition to members of the community coming into the school, students are provided with opportunities to experience the working world for themselves and explore ways in which they might contribute to their community through job readiness training and internships (*more fully described on page 69*).



Using this Manual

The Model

Starting a School

Building Community

The Advocate  
Counselor

Youth Development  
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Post-Secondary  
Planning

Professional  
Development

Assessment and  
Accountability

Appendices

# The Advocate Counselor



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# 5

## THE ADVOCATE COUNSELOR

The role of the Advocate Counselor (AC) as a student's primary person is essential to implementing a personalized learning environment in which every student has the opportunity to develop a relationship with a caring adult. We often find that the Advocate Counselor is the only supportive, positive adult in a student's life. ACs work with students to set goals and help them overcome barriers to their attainment of these goals. They help them develop mediation skills to resolve conflicts, provide individualized support, and act as a bridge between students and their families.

*"ACs give teachers insight into a student's behavior and negotiate and support the relationship between a student and teacher, student and family member, or student and peer."*

— YVETTE LOPEZ, FORMER ADVOCATE COUNSELOR



All students are assigned to an Advocate Counselor upon entrance into the school. Each student works with the same Advocate Counselor and participates in the same Community Scholars Group throughout his/her time at SBCHS. This consistency is a critical strategy in supporting the students' ongoing engagement and provides a primary caring adult as well as a stable peer group with which to explore issues and share support, successes, and challenges. The ratio of students to Advocate Counselors is 25-1, in order for the AC to provide the kind of personalized support for each student on his/her caseload intrinsic to the success of the model.

## A. Enrollment

*“Each student has his/her own personal handbook which is first created during intake with his/her Advocate Counselor and shared with the teaching staff to better support the student’s personal and academic success.”*

— JONAH SCHENKER, FORMER ART TEACHER

The AC is an integral part of the enrollment process, actively meeting with prospective students and parents/caring adults throughout the year. If a student is accepted into the program, the AC works with that student to define his/her commitment to graduating, set educational and personal goals to work toward, and develop a viable post-graduate plan. The student’s goals and aspirations are then shared with the DOE teachers so that all of the staff members a student is working with can support him/her in achieving those goals. The AC continues to work with that student throughout his/her time at SBCHS, reevaluating and revising the student’s goals as necessary while continuously reinforcing the importance of attaining the goals.

Unfortunately, not every student who needs help meets the admissions criteria for SBCHS. However, the AC who has been interviewing and working with a prospective student who doesn’t get into the school does not simply abandon him/her. The nature of our work is to help any student that we can to get back on track, even if we can’t do it from within SBCHS specifically. If a student lives outside the catchment area, the AC will refer him/her to a program that is more geographically appropriate. If a student does not test at least at a 6th grade reading level, the AC will help him/her find a program that is better suited to his/her needs and encourage that student to keep trying and to apply again.

## B. Attendance Outreach

*“Greeting students as they come in and conducting attendance outreach demonstrates to students that we want them here. In the past some students didn’t come to school if it rained or if they were running late. Now they know that they have a responsibility to be here every day.”*

— LIZ WILSON, ADVOCATE COUNSELOR

Every morning, until the beginning of 1st period, the ACs stand at the front of the building greeting students as they come in, taking note of which students on their caseloads have arrived and which students are still missing. If a student is later than 10min, he/she will be pulled aside by his/her AC to talk about why.

If a student has not arrived by 2nd period, the ACs begin making phone calls to the student. If they can’t reach the student, they call the parent/caring adult to let them

know that the student is absent. If the school has had no contact with a student for three days, the AC will make a home visit to find out what's going on that is keeping that young person out of school. If the AC still can't get in touch with the student, he/she will reach out to the parent/caring adult once again and set up a meeting for them all to discuss the situation.

*"The school keeps grabbing me to come."*

— STEVEN, STUDENT



ACs make spot checks of classrooms throughout the day to make sure that their students are not cutting class. In addition, if teachers notice a pattern of absences, they let the appropriate ACs know so they can find out what's happening – and identify whether a student is experiencing difficulty in the course, having trouble with another student or if there are other factors at play. The AC will bring up this pattern with the student and discuss corrective actions.

Students might not always appreciate the intensive outreach, but it's a fundamental tactic to convey just how much they are individually valued and is used to reinforce the importance of coming to school and attending every class daily.

## C. Community Scholars Group

*"Peer pressure has a bad rap - many students are not looking to make new connections when they come to SBCHS because of past experience with hanging out with the wrong crowd. When we invite students into the Community Scholars Group, to be with their peers again, we are asking them to create a new vision of themselves. They are reluctant to make that connection at first."*

— JOHN FOLEY MURPHY, GSS PROGRAM FACILITATOR

We have found the Community Scholars Group (Group) to be one of the most effective strategies for working with young people between the ages of 16 and 20. Group is a forum in which teenagers/young adults listen to, learn from, and support one another "peer to peer." It creates positive peer pressure and teaches students to become advocates for themselves. Group also provides opportunities for students to gain confidence and skill in expressing their individual thoughts and ideas and develop peer-to-peer relationships within a small group setting.

All SBCHS students participate in a Community Scholars Group throughout their time at the school. Each Group is led by an AC and made up of the 25 students on his/her caseload and meets twice a week. During the school day, ACs plan the agenda for each meeting and have the flexibility to design their Group to meet the needs of

their students. One approach is to adapt the Workshop Model used in instruction for use in the Group to organize and focus time and topics. This familiar routine helps students understand what is expected of them during each meeting.

*“The ‘Do Now’ for Group is a check in on how the day is – everybody shares, even if only for a second – as a way to make sure the conversation is most immediately relevant. Group discussion goes on to my pre-selected topic or activity only if and when we’ve processed the feelings in the room.”*

— SBCHS STAFF MEMBER

Group is run in 12 week cycles and accommodates new students as they enter and graduate from SBCHS during each cycle. Group topics include:

- Decision making
- Stereotypes and labels
- Conflict resolution
- Problem solving
- Family relationships
- Romantic and sexual relationships
- Truancy



When they enroll in SBCHS, students commit to participate in these meetings and provide input into their content. As with other components of the model, the integration of the student’s unique viewpoint is important to his/her success and the success of the school. When issues or concerns surface during Group meetings, the AC shares the information with appropriate DOE teachers and other SBCHS staff members to either resolve the problem or bring it to a larger forum, like the monthly Community Meeting for additional discussion.

## D. Daily Student Support

Advocate Counselors are essential to the establishment of a strong, personalized support system for each student at the school. They meet with the students on their caseload regularly to revisit goals and adjust as necessary to fit students’ changing needs. We require students to really dedicate themselves to the relationship with the AC. They meet individually once every two weeks, but students are encouraged to seek out their ACs on an as-needed basis between these scheduled sessions. ACs also provide the students on their caseloads with crisis intervention whenever necessary.



The Advocate Counselors also play a pivotal role in facilitating communication about student needs and progress through ongoing and regular discussions and advocacy with teachers, the Guidance Counselor, parents, and other staff. They work closely with teachers in and out of the classrooms to assist individual students on any given day who are not performing well and are in need of intervention.

## E. Student Leadership Group



SBCHS' Student Leadership Group promotes student leadership, voice, and advocacy for the student body. Participating students work along-side staff members to plan school-wide and community events and act as school ambassadors by conducting school tours and hosting visitors. The group meets once a week and is supervised by an AC and the GSS Program Facilitator, who also run the meetings. It is an elective activity, in which students are able to earn two elective course credits for their yearly participation.

The Student Leadership Group offers peer-to-peer support both inside the group and in the larger school community. Members conduct team building activities and utilize Project Adventure throughout the school year. For example, students worked on a drug prevention pamphlet for the school. They researched the different types of drug abuse profiles: user, abuser, and addict – and presented the pamphlet and conducted a workshop on drug prevention to students during their Community Scholars Group meetings.

Group members create the Student Leadership Group meeting agenda. During each meeting they represent current student body concerns and see what can be done to better support current student needs. They lead and plan school celebrations, coat drives, and in conjunction with the monthly Community Meeting Committee, plan for the monthly Community Meeting. Members share their plans with the larger school community for input and feedback. The administration meets with the Student Leadership Group about new policies for implementation to get their perspective and suggestions.

Student Leadership Group members undertake leadership activities outside of the school community as well. They are active in GSS's network of afterschool programs, serve on the Community Advisory Council, meet with elected officials to discuss specific initiatives and their relation to adolescent needs, and join City Hall rallies for advocacy efforts.



## F. Working in Partnership with the DOE Teaching Staff

At the classroom level, teachers and Advocate Counselors work together to support the students and meet regularly to discuss student benchmark grades or issues that the student may be having in class. The Advocate Counselor often has insights into a student's life that may affect his/her behavior and/or academic performance and can provide to the teacher support and advice about how to best deal with a particular student. The Advocate Counselors also join class field trips and run community building activities during the trip. The involvement of the AC in the field trips helps the students to continue to build classroom community even while outside the school.

ACs review the twice-monthly benchmark assessments (*described on page 60*) with teachers before distribution to students and parents. If a student has a concern with a grade received, the Advocate Counselor sets up a three-way meeting with the student and teacher to discuss the issue at hand. Together, the teacher, student, and Advocate Counselor identify strategies that will facilitate student progress during the next assessment period. When a student's grade is on the borderline, the AC can offer teachers insights into a particular challenge that a student may have faced during the benchmark period and work with them to come to a mutual decision about how to best evaluate that student.

ACs and teachers also meet to discuss struggles a student may be experiencing at home and how that may be affecting his/her behavior in class. They offer teachers support with behavior management strategies tailored to student and teacher needs. For instance, a common theme is teacher prejudice. A student may blame a failing grade on a teacher not liking him/her. Often, the teacher will call a three-way meeting with the teacher, AC, and the student to discuss the issues at hand. Usually this is an effective strategy, but when resolution of the situation cannot be achieved in the meeting, an AC may observe the student and teacher during class and describe afterwards what he/she saw during the observation. In this capacity, the AC acts as an advocate for both the teacher and the student in helping to quickly resolve the issue.





# 6

## YOUTH DEVELOPMENT IN THE CLASSROOM

*“The emotional stuff is huge - your reaction to them [the students] is crucial. You can have a brilliant lesson plan and good teaching, but it’s less about that than your response to the student that leads to a brilliant lesson.”*

— LINDA BROWN, LITERACY COACH

SBCHS’ strength-based approach to instruction is based on the principles of youth development. Our teachers understand and respect the individual talents, interests, circumstances, and needs of each student. They set high expectations, with clear goal setting and accountability, fostering in each of them a sense of personal responsibility for progressing toward his/her educational goals. They encourage active student participation and help to promote student voice within the classroom.

SBCHS’ rigorous and engaging instructional program helps students to achieve both accelerated credit accumulation and Regents preparedness, infuses literacy, numeracy, technology, and real world relevance into all subject areas, and is aligned with New York State standards.

*“I teach with high expectations and endless patience. You have to accept that change happens slowly and you want to notice and reward small steps often. The process is just as important as the results. Building relationships and never giving up on a kid are the real keys to getting results.”*

— SBCHS STAFF MEMBER

One of SBCHS’ core instructional philosophies is based on Howard Gardner’s theory of multiple intelligences. In essence, Gardner believes that there is not a single human intelligence but that people think and learn differently and that intelligence can be expressed in multiple ways. The question here is not “How smart am I?,” but rather “How am I smart?” Another core instructional philosophy comes from Keene and Zimmerman’s *Mosaic of Thought* to create a balanced approach to literacy. To support

these philosophies, SBCHS has developed a curriculum through the use of *Understanding by Design* resources that reflects diverse learning modalities, builds skills in all of the intelligences and aligns to youth development principles.

Our approach to instruction enables students, with the support of school staff, to take responsibility for their own learning. They set academic and personal goals with their Advocate Counselors and have an individualized course schedule created for them based on their past transcript and aligned to the courses needed to graduate. Teachers differentiate classroom instruction in order to address the varying academic needs and learning styles of each student.

## A. Core Elements of the Instructional Model

The core elements of SBCHS' instructional model that support and integrate the principles of youth development into the classroom are outlined in the sections below.



### Workshop Model

This teaching model provides opportunities for differentiated instruction and a range of methodologies for classroom instruction. Each period is fifty-five minutes in length and provides the maximum opportunity for students to actively participate in class. Opportunities for student voice take place throughout each stage of the lesson and include student led discussions or group work. Using the model as a way of organizing classroom instruction provides a consistent, safe structure students can rely on, while ensuring ample opportunity for them to make a contribution to the lesson and to draw on their own experiences.



Components of the model:

- Mini-lessons (10-20 minutes)
- Workshop (25-45 minutes)
  - Shared learning experiences
  - Independent/group work
- Shared reflection and accountable talk (5-15 minutes)

This model is used by the DOE teachers across all subject areas establishing for students consistent classroom routines, clear expectations, and a safe environment in which to take risks and learn. For these reasons, we are also experimenting with using the Workshop Model to structure our Community Scholars Groups. *(Please see page 51 for more details.)*

As mentioned earlier, the Workshop Model allows for different instructional approaches that support varied learning styles and competency levels through engaging assignments that build on students' strengths and relate to their worlds. The DOE teachers assess each student's competency levels and give differentiated assignments to meet individual needs. They also make use of real-world assignments and activities to further engage the students. These include mock trials to learn about important court cases in history, various field trips, and the use of PowerPoint presentations – which also help students to build real-world computer skills.

## Literacy Programming

The foundation of all instruction is the integration of literacy in every subject area. *The 7 Habits of Proficient Readers* by Ellen Keene and Susan Zimmermann guides this practice. The seven habits provide a structure that allows for the applicability of literacy and critical thinking strategies across all subject areas:

1. Activating Schema
2. Creating Images
3. Determining Importance
4. Asking Questions
5. Synthesizing
6. Inferring
7. Monitoring for Meaning

*"I've always liked to read all kinds of things, but I never liked to read in school. My attitude toward reading in school changed because I'm not the only one reading, everyone does."*

– SBCHS STUDENT

The integration of literacy across all subject areas is reflected in numerous activities that include 10 minute silent reading at the beginning of class and essay writing as benchmarks in each subject area. In addition, the following literacy elements are incorporated into all courses as determined by the instructor:

Skill	Practice	Description
Speaking	Accountable Talk	Students engage in meaningful responsible conversations about school work with teachers and peers.
	Peer Conferencing	Students provide feedback to each other on their work.
Listening	Read Aloud	Teachers read texts aloud in order to model fluent reading behavior and skills and to promote listening skills.
	Cooperative Learning	Guided group work where each member of the group has an assigned role as well as responsibility to complete the given task (i.e. Report Reader, Time Keeper, etc.).
	Turn and Talk	Students turn to the person next to them to discuss whatever the topic is. Always done in the context of a text, visual, or oral piece, its purpose is to provide students with the opportunity to interact with each other, ask questions, clarify thoughts/ideas, and come up with deeper conclusions and understandings of what they've just read, seen or heard.
Reading	Independent Reading	Students read books at an individual level.
	Shared Reading	Teachers choose short texts to present to a class and use text to model specific reading/writing strategies.
Writing	Independent Writing	Students maintain work folders, writer's notebooks or folders that reflect their individual ideas, insights, and structured writing.



## Proficiency Targets and Benchmark Assessments

For each 12-week cycle, teachers set proficiency targets in each subject area to provide students with explicit academic expectations and milestones to reach at the close of the cycle. The proficiency targets are shared with the students on the first day of the cycle. How well students are progressing toward these targets is measured through benchmark assessments, administered to students every two weeks. DOE teachers use varying types of benchmark assignments including papers, group presentations, or Regents style or traditional exams, which include an essay section. (See *Appendix D: Sample Student Benchmark Assessment*)

*“One of the best things we do at this school is transparent grading with an AC to help [the students] understand progress reports so students’ grades aren’t just numbers, but opportunities to switch up (or maintain) their approach based on how they see themselves succeeding.”*

—PATRICK MCGILLICUDDY, HISTORY TEACHER

The DOE teachers share and discuss the benchmark results with the ACs. The ACs in turn review the results with the individual students and family members to determine each student’s progress toward meeting goals and provide additional support when necessary. Because of this regular assessment, a student experiencing difficulty or demonstrating low attendance during one benchmark is able to make up for it during the next benchmark. The benchmark assessments also encourage academic consistency and accountability. In addition, the DOE teachers use the outcome data to drive instructional planning and instruction for the next benchmark assessment. (See *Appendices C, D: Sample Proficiency Target and Sample Student Benchmark Assessment*)

## B. Programming and Scheduling

Students enter SBCHS with varying degrees of academic competencies and credit. The goal is to create a personalized program for each student that enables him/her to graduate from SBCHS in 18 to 24 months, meet the 44-credit high school requirement, and pass the NYS Regents exams required for graduation. The GSS Program Director and the Guidance Counselor work together to create school schedules for new, current, and graduating students through a highly individualized process that requires careful assessment of students’ transcripts, academic competencies, and personal circumstances. It is an opportunity to demonstrate the student-centered culture of the school, and the individual value of every student. (See *Appendix G: Sample School Master Schedule*)

### Timeline and Process

Since it takes approximately four weeks to complete student programs and a school cycle schedule, the process is initiated four weeks before each new cycle begins.

The pre-planning process takes the most time and is individualized for each student. The GSS Program Director collects the most recent student benchmark assessments and flags students with identified issues, such as low attendance, failure/consecutive failure in specific subject areas. The GSS Program Director then meets with the students' respective Advocate Counselor to address any individual special circumstances.

### School Schedule Process

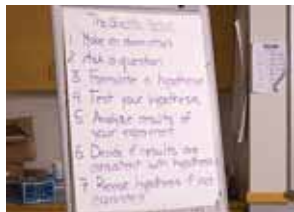
1. **Pre-planning** – The GSS Program Director reviews student benchmarks and grades to determine courses needed; flags students with special academic needs.
2. **Creating proposed student programs** – The GSS Program Director collects each student's course record card and completes the card with the assumption that students passed all courses in which they are in good standing. The course record card is used as a road map for course and credit accumulation and is reviewed with the student each cycle by his/her Advocate Counselor.
3. **Creating proposed schedule for graduating students** – The GSS Program Director schedules core academic courses the first three periods of school for upcoming graduates so they can pursue an internship or a job after classes.
4. **Completing course tally** – The GSS Program Director tallies up the courses students need and creates a proposed course schedule based on the number of course offerings and sections needed for the upcoming cycle.
5. **Reviewing the schedule** – The GSS Program Director and DOE Principal meet to review the proposed course schedule and address any outstanding individual student needs.
6. **Conversations** – The DOE Principal confers with teachers about the proposed course schedule.
7. **Course schedule finalized** – The course schedule is finalized once there is mutual agreement between the DOE Principal and the GSS Program Director. Once final, the GSS Program Director creates student programs and the school master schedule.
8. **Distribution** – School master schedule distributed to all DOE and GSS staff members upon completion.

### Constraints

Considerations	SBCHS Constraints
Number of classes per day	5 teaching periods per day
Number of classrooms	8 classrooms
Number of teachers	11 teachers
Number of students enrolled	150 students
Number of students on live registers	
Number of students pending graduation	
Number of students in need of remedial course work	
Class size	No more than 25 students per class

## C. Core Courses

All courses are planned to meet the complex needs of a diverse student body and to take into consideration the needs of new, current, and graduating students. The majority of courses, with the exception of mathematics, are un-sequenced; and the core academic courses are taught the first four periods of the day. Un-sequenced courses allow students to enter core courses at any time during a cycle, and purposeful scheduling placement allows students to maintain or accept a job or internship in the afternoons. Smaller remedial courses are provided for students who need additional help.



**English:** The majority of students entering SBCHS are reading and writing at a sixth grade level. To help build literacy competency skills to pass their courses and prepare for the Regents, all students take the Reader and Writer workshops offered by the school.



**Math:** The majority of students enter SBCHS with 0-3 credits in mathematics and have a wide range of math competency skills. To meet their needs, SBCHS offers four different math courses: Math A1, Math A2, Math A3, and Computer Skills. This course sequence has traditionally produced high-level student course work and Regents passing rates.



**Social Studies:** Students take history courses that provide an interactive classroom environment and Regents preparedness. Students participate in mock court simulations and learn about law and history through various practices including, but not limited to, political cartoons, vocabulary, PowerPoint presentations, field trips, and essay writing.

**Science/Living Environment:** SBCHS offers a variety of science courses and lab hours to engage students and meet their credit needs. Students take Forensics, Living Environment 1 and 2, Physics, and Chemistry of Cooking. Lab is offered twice a week for 40 minutes and is a mandatory requirement. Students may not pass a lab without passing the accompanying course.

**Physical Education/Health:** A certified physical education instructor is on staff to teach physical education and health education throughout the school year.

**Electives:** Students have the opportunity to take music, art, computer skills and media, and a Spanish communications and culture class to meet their credit requirements. Many teachers across subject areas collaborate to teach these courses. Some of these courses are available as a result of relationships developed by GSS with local community groups, and may differ by school location.

## Regents Preparation

Students prepare for and take Regents exams in English, Math, Social Studies (Global), and Living Environment. Regents preparedness is integrated into course instruction and is also offered as a separate course to support student success across all their subject areas. The courses are varied based on student needs, and some courses follow a non-traditional format to better prepare students for the exams. In addition, class and homework assignments model the exam format while connecting to the curriculum and having real-world relevance.

## D. Grading/Credit Accumulation

The SBCHS grading policy is standard across all subject areas. This creates consistency and transparency for students around grades and academic expectations. Students receive ongoing feedback and support from teachers and Advocate Counselors regarding academic performance.

*“A really well organized and consistent ‘Do Now’...helps students get into the mindset they need for the class. It also helps them transition from where they came from.”*

— ALONA COHEN, SCIENCE TEACHER

*“For a ‘Do Now,’ I give the class an open ended question that everyone is capable of answering (i.e. opinion question). After giving them 7-10 minutes to write I ask for a volunteer to share. I also ask students to choose the next person to share rather than me being the one who calls on everyone.”*

—PATRICK MCGILLICUDDY, HISTORY TEACHER

Grades are based on five categories of both in-class and out-of-class assignments:

Category	Description	% of Grade
1. Do Now	10 minute activity for students to complete that does not require teacher explanation; helps students settle into class	10%
2. Do Next	In-class activity completed by students	20%
3. Participation	A measure of students behavior and voice in the classroom	20%
4. Homework	Distributed each day or at beginning of week for whole week	20%
5. Benchmark	End of unit two week assessment for academic progress	30%



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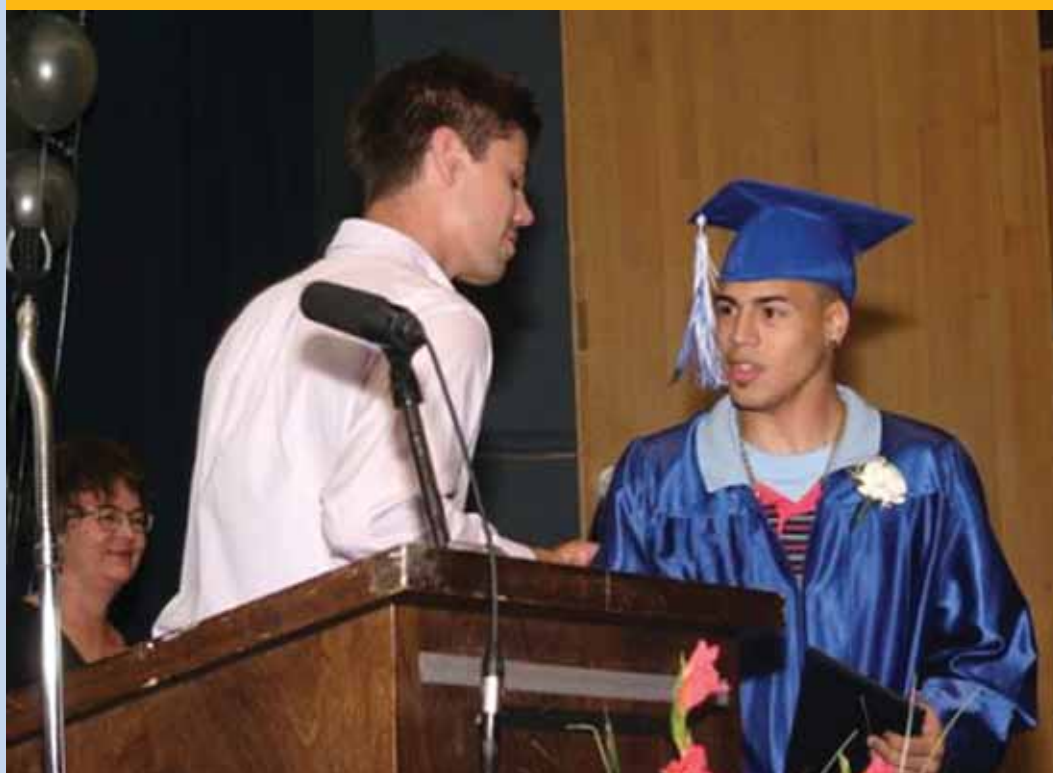
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# Post-Secondary Planning



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# 7

## POST-SECONDARY PLANNING

*“The best way to get to know a student is to hear about their ambitions. This helps kids find the door to the next part of their life. Our student population hasn’t had access to college or jobs before and they get their ideas about employment from TV, friends, and parents. We help them figure out the steps to get to college or to their dream job. For example, we’ll investigate what a lawyer really does and what education is required to become one. They realize through this process that some jobs may not be right for them and find other careers that are more suited for them.”*

— DAEMIEN PAESERELLI, SBCHS GUIDANCE COUNSELOR

### A. Post-graduate Planning

The AC works to ensure that each student graduates with a viable post-graduation plan. (See Appendix B: Goal Sheet Template) The planning process begins when the student first enters SBCHS and meets with his/her AC. The ACs work individually with each student on their caseload to develop a carefully mapped out plan that includes timelines and milestones and thus communicates clear expectations for the student.

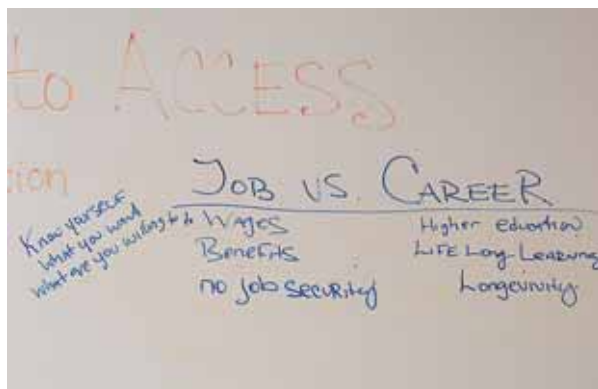
In addition to the AC, the Guidance Counselor, the GSS Program Facilitator, and the GSS Job Developer work with students on their post-graduation plans – unlike most traditional high schools, where this process begins during the junior year with only the Guidance Counselor. The AC stays in close communication with each staff member to ensure transparent communication with his/her students.

### B. College Readiness

There are several activities and programs that take place throughout the school year to prepare a student for college. For the most part, students have not previously considered post-secondary education, and many enter the school with little hope of ever

attending college. Both GSS and DOE staff coordinate activities and programs for college exploration and readiness including the following activities:

- **College Campus Visits** – Every six weeks the Guidance Counselor and an Advocate Counselor take twenty students on a tour of a CUNY or a SUNY campus. The tours are open to all students, but priority is given to upcoming graduates.
- **Alumni Panel** – Twice a year, SBCHS hosts an alumni panel during the school day for students who are getting ready to apply to college.
- **College Fairs** – In October and April, students attend college fairs such as: the Big Apple College Fair, CUNY College Fair, Latino Heritage College Fair, and the African American College Fair. The Advocate Counselors coordinate participation in these events.
- **College Readiness Workshop** – When students enter the fall of their last academic year or reach twenty-five credits, they take a cycle-long college and career exploration workshop co-facilitated by the Guidance Counselor and an Advocate Counselor. The workshop takes place three days a week during the sixth period and students earn an elective half credit.
- **SAT Preparation** – SBCHS offers a SAT prep course during the winter cycle.
- **College Access Retreat** – Each June, GSS organizes an agency-wide intensive four-day college access retreat at a state university for forty of its high school students. At the retreat, students gain firsthand experience of life on a college campus by living in college dorms; work on completing their college essays with writing coaches; and meet with youth professionals and alumni from past College Access Retreats, who share information about the transition to college. The Advocate Counselors are members of the planning team and work with the school staff to select students to attend.
- **Advocate Counselor Support** – Throughout the college planning process, each Advocate Counselor monitors the progress and concerns of each student, providing support and facilitating a positive process from initial exploration to writing the essay and completing the applications for chosen colleges.



## C. Job Readiness and Internships

The career exploration/job readiness program is an essential component of the SBCHS model. The program provides ongoing job readiness and skill-building activities and seminars, and places students in paid two-to-six week internships in the community.

The program focuses on eight key competencies derived from the New York State Learning Standards for career development and occupation studies:

- Problem solving skills
- Thinking skills
- Personal qualities/acting professionally
- Interpersonal skills/interacting with others
- Using technology
- Managing information/resources
- Understanding and working within systems
- Understanding the world-of-work and career opportunities

The GSS Job Developer oversees the program, which is comprised of internship placement, job readiness workshops, and weekly internship seminars. The weekly internship seminars are for students who are currently placed in an internship and provide an opportunity for them to share their experiences with the group and problem solve if necessary. The GSS Job Developer also checks in with the young person's work supervisor once a week to see how the student is progressing in his/her placement. In addition, the Advocate Counselors support students during their internships by discussing placements during Community Scholars Group.



The program workshops take place after school for an hour and a half, three days a week. Students who participate in the workshops have a range of work experience from none to extensive. The workshops are designed in three tracks and focus on goal setting, problem solving, and decision-making.

To meet students' individual needs, the program provides a range of internships depending on skill level and interest. Internships are divided into three levels. Level A internships are for students without any past work or internship experience. Students are usually placed at Good Shepherd Services' afterschool programs as these sites provide students with the most supportive internship environment. Internship Levels B and C are for students who have some work and/or internship experience and can therefore function in a more independent environment. Level C students are the most advanced in terms of job readiness skills and are primarily placed for skill set, work experience, and maturity.

*“Crystal began the program with no job experience. She took the 3 day workshop and conducted a transferable skills analysis. She thought she didn’t have any skills. She couldn’t speak in front of a group, had no confidence, had a history of being quiet in class and not doing well. We identified that she was interested in biology. We hooked her up at the Brooklyn Aquarium. The experience transformed her. She began to talk during internship seminar. She got extra responsibilities at work and maintained the ethical standards of the aquarium, and followed through on her responsibilities. She excelled. She became a better student and she knows it now - she gained self-confidence.”*

— DAVE ARONS, GSS JOB DEVELOPER

*“It’s great to see the students grow during their internships. Crystal was quiet and matured before my eyes. The Coordinator checked up regularly and talked about attendance and how she was doing.”*

— MICHELE VERMONT, BROOKLYN AQUARIUM

Currently, students receive minimum wage, and are required to work 10 hours per week. Since this is an evolving component of the school, these details may change as the program develops. Students are placed in work settings that include non-profit organizations, community-based organizations, zoos, museums and other institutions, afterschool programs, private businesses, and professional offices. Often they are required to describe their internship work as a class assignment.

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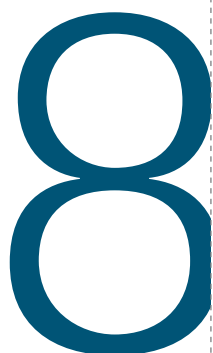
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# Professional Development



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# PROFESSIONAL DEVELOPMENT

*“Staff are constantly trying to improve their practice and talk about things...We continue to have conversations with students and with each other so that we can improve our work.”*

— LIZ WILSON, ADVOCATE COUNSELOR

All staff members have the ability to be creative, independent, and collaborative in their practice and within the mission, vision, and philosophy of the school. Staff professional growth and development is as important as that of students, and this philosophy models the approach to student learning, so that staff in turn can model this behavior in their practice and communication with students.

## A. Staff Development and Supervision

*“Both teachers and Advocate Counselors participated in the Department of Education’s Collaborative Communities of Practice professional development group for outstanding secondary schools. They were the only school that brought both their DOE and CBO staff to participate. It was an opportunity for them to study and plan together.”*

— JAMIE PRIJATEL, FORMER GSS STAFF MEMBER

SBCHS staff members participate in extensive professional development that is data driven and supports and advances their practice in youth development. Data is jointly reviewed by staff and used as a platform for change in DOE teacher and GSS staff practices. School-wide professional development activities help to build cohesion and community across all SBCHS staff, while other activities, held separately, build upon each specific team’s areas of expertise.



The DOE Principal and GSS Program Director meet with each other and with their teams to plan professional development prior to the start of the school year. They set individual year-long professional development goals with each staff member and create a school community professional development plan.

## Trainings

### All School Staff

- Twice-monthly meetings facilitated by staff provide opportunities for training on issues and topics that arise from Community Scholars Groups or from benchmark assessments
- Bi-annual retreats provide opportunities for capacity building, goal setting, and reflection
- Opportunity to attend select off-site or nationwide workshops
- Ongoing support throughout the year to new staff
- Shared participation in DOE and GSS trainings

### Good Shepherd Services

- Focus on group supervision process
- Weekly staff meetings provide opportunities for training
- Summer training for all new staff focuses on core program components, attendance outreach, student group process, and other related issues
- One-on-one supervision meetings

### DOE Staff

- Weekly professional development provides opportunities for training on pedagogy
- Individualized and ongoing formal observation process

## Supervision

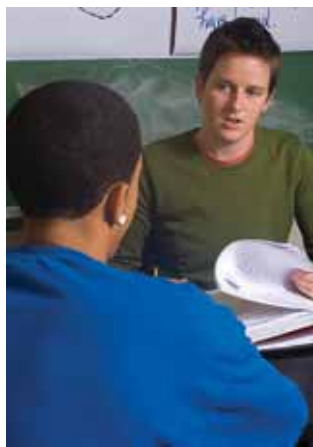
Staff supervision is modeled after the youth development framework and five core principles practiced at SBCHS. The school's leaders incorporate into the supervision of staff the tenets of youth development, reflective practice, support in professional goal setting, collaboration, and the building of a professional learning community where people take ownership of their own development and growth.



Staff supervision and professional development is guided by the following youth development principles:

1. High expectations
2. Building healthy relationships
3. Creating a safe environment
4. Promoting student voice
5. Mutual accountability

All staff are expected to participate in ongoing formal and informal supervision that will help guide their professional growth. GSS staff participate in weekly supervision and meetings to address issues that they are focusing on in their work with the students and staff, to review their work on assigned programmatic tasks, and to support their professional development. It is a core philosophy of Good Shepherd Services that regular supervision must provide opportunities for support, accountability, and professional growth. GSS staff participates in the following meetings:



1. **GSS Team Meetings:** The GSS Program Director conducts a weekly meeting for all GSS staff members. The agenda includes discussion of challenges and ideas that impact on the work of the Advocate Counselors and the GSS Team as well as problem solving around specific student concerns, and the provision of appropriate training as needed.

2. **GSS Supervisors Meeting:** The GSS Program Director conducts a weekly meeting with the GSS Program Facilitator to provide supervision and discuss student attendance and other issues that impact the work. This supervision is another key structure of the model, which ensures ongoing communication and support for each staff member's role in developing and maintaining the desired school culture.



3. **Advocate Counselor Supervision:** The GSS Program Facilitator conducts a weekly team meeting with all Advocate Counselors and weekly one-to-one meetings. The Advocate Counselor's team meetings address common issues that arise in the Community Scholars Groups, providing a forum for peer support and team problem-solving, while the one-to-one meetings support each of the Advocate Counselors in his/her own professional growth and development of his/her student cohort.

4. **GSS Director Support:** The GSS Program Director meets formally with the GSS Director of Schools once a week and on an as-needed basis in between to receive supervision and discuss programmatic issues and progress.

The DOE Principal conducts six formal observations a year, fulfilling the DOE requirement of two to four and giving room for more creative approaches to supervision and learning. To do so, we differentiate supervision just as we expect teachers to differentiate instruction. In addition, teachers may choose among professional development options during the academic year.

The following is a suggested model of supervision for the educational staff:

1. **Teaching Staff:** The staff meets every Monday either with the DOE Principal or to review and record twice-monthly benchmark assessments. Each meeting agenda is set and driven by the data, which identifies the current status of student and staff needs. It is also a time to reflect and address concerns or issues noted in the previous week or anticipated due to upcoming special events such as school vacation weeks, pending Regents

testing, etc. Finally, it is an important ongoing professional development time for teaching staff.

2. **School Principal Support:** The DOE Principal meets with the appropriate DOE representative for support as needed, and, along with the GSS Program Director, meets every other month with the school core team. There is an open door policy for teaching staff and GSS staff members.

The GSS Program Director and the DOE Principal also meet once a week for an hour and a half to discuss school concerns and future program planning.

In addition, transparent communication is a core belief and foundation of the SBCHS model. With two sets of staff members working together to create a personalized environment for students, it is necessary to establish formal meeting times, in addition to meeting informally each day, and as needed. Joint meetings are held in addition to each separate team meeting to ensure cohesion in communication and practice with each other and with students.

## B. Meetings and Retreats

The structured meetings detailed in the chart of page 77 engage SBCHS staff members from both the DOE and GSS to support our shared leadership model.

The approach to the facilitation of the meetings affords another opportunity for professional development. A “round robin” approach is used, with one staff member from the DOE and one from GSS developing the agenda and facilitating each meeting. Core items on staff meeting agendas are identified and prioritized by staff, and the facilitators are required to clarify any questions about agenda recommendations, and draft an agenda for review and discussion with the DOE Principal and GSS Director prior to the meeting. The DOE Principal and GSS Program Director ensure that the framing and implementation of agendas are appropriate and consistent with current school needs and direction.

### Retreats

All school staff members attend two retreats: the first before the start of the school year and the second at the end of the school year. The design and structure of the retreats are developmental, promote transparency in communication and practice, and incorporate input from the students about the school. Each retreat is an opportunity for the full school staff to come together to build capacity and community, set goals for the upcoming school year, and to reflect upon past practices. The goals that are set at each retreat drive school-wide meeting agendas for the next school year.

The two school leaders host pre-retreat planning meetings with all SBCHS staff. Staff members contribute ideas about professional growth and areas of focus for the upcoming school year. The DOE Principal and GSS Program Director decide which discussion items are best suited for the retreat (other thoughts and ideas contributed are discussed at staff meetings) and then create the agenda for the retreat. The retreats, like the monthly Community Meetings, provide a space to celebrate staff accomplishments and to reflect upon promising practices.

Meeting	Frequency	Participants	Purpose
School Leaders Meeting	Once a week (for an hour and a half)	<ul style="list-style-type: none"> <li>• DOE Principal</li> <li>• GSS Program Director</li> </ul>	Discuss school concerns and future program planning.
Management Team Meeting	Once a week	<ul style="list-style-type: none"> <li>• DOE Principal</li> <li>• GSS Program Director</li> <li>• DOE Assistant Principal</li> <li>• GSS Program Facilitator</li> </ul>	Build cohesion among the school community and discuss and problem solve the work on the ground.
Core Team Meeting	Every 6 weeks	<ul style="list-style-type: none"> <li>• DOE Principal</li> <li>• GSS Program Director</li> <li>• GSS Leadership</li> <li>• DOE Leadership</li> <li>• Consultant to facilitate</li> </ul>	Forum to ensure ongoing support of the partnership, address larger systems challenges, problem solve, make decisions and plan for the future in ways that support the school community.
Full Staff Meeting	Once every two weeks	<ul style="list-style-type: none"> <li>• DOE Principal</li> <li>• GSS Program Director</li> <li>• All DOE and GSS school-based staff</li> </ul>	Address a range of educational and programmatic issues and ensure joint information sharing and problem solving. Promote professional development through round-robin approach to facilitation.
Speed Conferencing: 6-7 minute mini-conferences	Monthly, as separate agenda item of staff meeting	<ul style="list-style-type: none"> <li>• DOE Principal</li> <li>• GSS Program Director</li> <li>• Advocate Counselors</li> <li>• Teachers</li> <li>• SBCHS Administrators</li> </ul>	Provides opportunity for Advocate Counselors and teachers to quickly share student concerns; come to decisions; determine next steps on student and school-related issues.
Community Meetings	Monthly	<ul style="list-style-type: none"> <li>• All SBCHS staff members</li> <li>• All SBCHS students</li> </ul>	Address school-wide issues, allow information sharing about concerns that affect the entire community, and ensure that students have an opportunity to discuss and contribute to issues that affect them and the overall functioning of SBCHS. Discuss topics gathered during Community Scholars Groups; recognize students for their accomplishments; make announcements.

## C. Summer Intensive

Three weeks of summer training are held for new school staff. Scheduling may be modified after year one as some components are no longer applicable. DOE and GSS staff are encouraged to attend all three weeks. Week one is a joint training, but during weeks two and three GSS and DOE staff meet separately. The goal of the summer intensive is to build community among all new staff members, to create curriculum maps for the first six to eight weeks of the school year, and to plan for group work and student relationship building.

### Week 1

**Team Building and Mission Effectiveness:** All staff trained in GSS mission effectiveness and approach to youth development and partnership. Led by GSS management, DOE Principal and GSS Program Director. All school staff in attendance.

### Week 2

**Student Outreach and Building Community:** GSS staff trained in youth development practices, attendance outreach, community building, and strength-based communication. Led by the GSS Program Director and GSS Program Facilitator. GSS staff in attendance.

**Instructional Expectations:** DOE staff trained in the Workshop Model, the integration of literacy across the curriculum (using *The 7 Habits of Effective Readers*), the integration of youth development principles across the curriculum, and proficiency target setting. Led by the DOE Principal and veteran teaching staff. Teaching staff in attendance.

### Week 3

**Group Strategy:** GSS staff trained in the principles of running an effective group. Led by GSS Program Director and GSS Program Facilitator. GSS staff in attendance.

**Curriculum Implementation/Mapping:** DOE staff creates curriculum maps for the first six to ten weeks of the school year using the *Understanding by Design* model. Led by the DOE Principal and appropriate DOE representative. Teaching staff in attendance.

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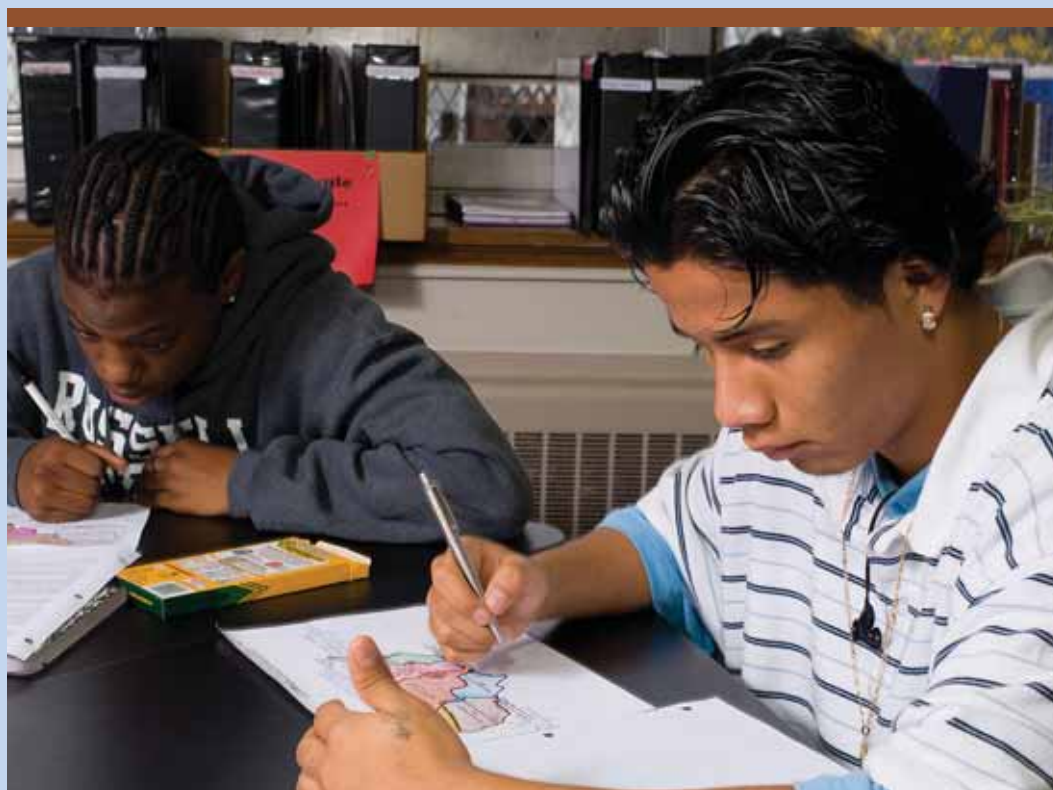
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# Assessment and Accountability



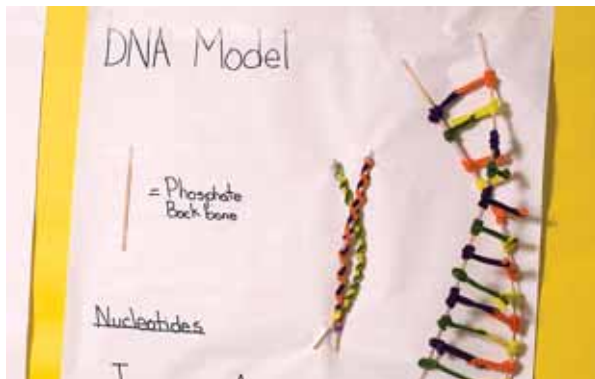
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# 9

## ASSESSMENT AND ACCOUNTABILITY



Assessment and accountability to both internal and external stakeholders are key to the success of the GSS model, and thus built into the life and culture of the school. Data collection is an ongoing process, which begins during intake, and is used to adjust instruction and other school practices to best serve the students. Data is also used by DOE and GSS staff leadership at various levels of each organization, at the school level and above for reporting purposes, etc.

### A. Internal Assessment

#### Intake

During the student intake process (prior to admission), information is gathered about prospective students with three general goals in mind:

1. To help the student focus on past academic patterns and to identify improvement strategies.
2. To involve parents/caring adults in the process and to identify ways they can support the student.
3. To provide information to DOE teachers and Advocate Counselors to create the most appropriate and individualized educational and youth development program for each student.

The diagnostic consists of the following four key components:

1. The Comprehensive Test of Basic Skills (CTBS)

2. Math Placement Test (MPT)
3. Student-Advocate Counselor Interview
4. Student-GSS Program Director or GSS Program Facilitator-Caring Adult Interview.

The **Comprehensive Test of Basic Skills (CTBS)** is a norm-referenced test, which assesses individual student achievement in the areas of reading, language, mathematics, science, and social studies. Because this is a norm-referenced test, individual student achievement is compared with that of other students nationally who are in the same grade. Schools use the results from this test, in combination with other classroom assessments, to identify strengths and weaknesses of individual students in each of the areas tested. The school uses the vocabulary and reading comprehension components of the CTBS as part of the intake process. A grade level is assessed in both of these areas for the applicant. Then a combined score is calculated to give an overall reading grade level. Applicants must have a combined reading score of six – “reading at a sixth grade level” - to be considered for admission. Once admitted, the CTBS scores are used to assist in programming the student for the appropriate English class and providing additional support services as indicated.

The **Math Placement Test (MPT)**, created at SBCHS, tests general numeracy skills and its results are used to place students in three general math categories: students prepared to enter Math A (Algebra), students prepared to enter Math B (Geometry), and students in need of support as they enter Math A.

The **Student-Advocate Counselor Interview** focuses on challenges the student has faced in the past in connecting with school and reaching academic goals. The Advocate Counselor focuses the discussion on attendance history with the purpose of identifying patterns in past behavior, goals for post-high school, and strategies for the future. The student is also introduced to the general expectations of the school, the available support services, and the opportunities for student involvement in school governance.

The **Student-GSS Program Director** or **GSS Program Facilitator-Caring Adult Interview** involves caring adults in the admissions process. The interview allows both the adult and the student to communicate their perspectives on the student’s attendance history and academic performance with the goal of identifying shared goals and expectations. The participants agree on short and long-term goals and affirm their commitment to open communication moving forward. The interview also serves as a mechanism for inviting adults to engage further in the school.

In addition, a copy of each student’s permanent record is obtained during the intake process. This document is crucial in that it shows a history of courses taken and past performance. The permanent record is assessed by staff to identify performance patterns, strengths, and weak academic areas. This document also helps to guide GSS staff members about what support services are necessary for the prospective student such as small classes, tutoring, and skill building opportunities.

## Ongoing

In addition to the data collected on each student during the intake process, the following areas are tracked during each cycle and discussed at the last all-school staff meeting, to make changes in practice to better meet student academic and personal needs.

### 1. Daily Student Attendance

**Method of Gathering:** Advocate Counselors take attendance as students arrive at school in the morning.

**Use:** Advocate Counselors make phone calls to the homes of students who do not arrive at school by 9:30 am. If contact with a student has not been made after three consecutive days, the Advocate Counselor visits the homes of absentee students.

### 2. Latenesses and Cutting

**Method of Gathering:** Teachers maintain records of students who arrive late to classes or cut-out.

**Use:** Teachers and Advocate Counselors study this data for trends related to specific students and meet with the student to discuss strategies to address the problem. Teams of teachers and Advocate Counselors analyze the data to search for trends related to specific periods of the day and discuss strategies to address these trends.

### 3. Looking at Student Work

**Method of Gathering:** Teachers hold weekly meetings in which samples of student work are subjected to peer evaluation.

**Use:** Teachers will use peer feedback to strengthen consistency across the curriculum and to reflect upon long and short-term planning.

### 4. Twice-Monthly Benchmark Assessments

**Method of Gathering:** Teachers export grades into the school database every two weeks. A progress report is printed for every student every two weeks based on the results of the benchmark assessments.

**Use:** Advocate Counselors meet with students every two weeks to review student progress in classes and continuously use the progress report to inform strategies for academic success.

### 5. End of Cycle Student Grades

**Method of Gathering:** Teachers export final grades into the school database at the end of every 12 week cycle. A Report Card is printed for every student at the close of each cycle.

**Use:** Advocate Counselors and teachers meet with students to identify areas of strength indicated by the data in the Report Card. Final grades are used to plan a student program for the upcoming cycle.

## **6. Passing Rates in Courses**

**Method of Gathering:** End of cycle data is disaggregated into periods and specific classes.

**Use:** Teachers and Advocate Counselors analyze the data to look for trends related to times of day, content area or other factors that may be impacting student learning.

## **7. Opportunities for Student Voice**

**Method of Gathering:** Tallies of students speaking in monthly Community Meetings, survey of participation in student leadership groups, Community Scholars Group sessions, community platforms and meetings, review of lesson plans.

**Use:** Teachers and Advocate Counselors reflect on the number of opportunities students have been offered to express themselves in public with an eye towards continuously increasing opportunities for student voice.

## **8. Regents Exam Results**

**Method of Gathering:** Teachers submit Regents exam scores at the conclusion of the Regents exam week. Scores are disaggregated by class, number of credits in the subject area, and enrollment in tutoring sessions. During student intake, Good Shepherd Services collects data and looks at trends between age, credits, and Regents exams.

**Use:** Teachers use the data to inform future decisions regarding when students are ready to take exams. Teachers examine the topics taught in specific classes and how they are reflected in the Regents passing scores.

## **9. Regents Item-Analysis**

**Method of Gathering:** Teams of teachers analyze a sample of student Regents exams with a focus on students' understanding of specific concepts in the New York State Core Curriculum.

**Use:** Teachers review data to inform future curriculum topics.

## **10. Participant Satisfaction**

**Method of Gathering:** A subjective survey of every student and parent/caring adult conducted annually by Good Shepherd Services. Students rate their satisfaction with specific services such as school-safety, quality of the academic programs, academic support services, school climates, and counseling services.

**Use:** To identify areas of the program that are functioning well and those that are in need of improvement and/or modification.

## **11. Staff Satisfaction**

**Method of Gathering:** A subjective survey of every Good Shepherd Services staff member conducted annually by Good Shepherd Services. Staff rate their satisfaction with position, program, management, and organization as a whole.

**Use:** To identify areas of the program and positions that are functioning well and those that are in need of improvement and/or modification.

## 12. Peer-Facilitator Evaluations

**Method of Gathering:** Students rate the effectiveness of the Community Scholars Group sessions for compliance to the four norms set at the beginning of each cycle. The four norms are: 1) agree to disagree 2) respect each other 3) confidentiality 4) not talk about someone who is not there.

**Use:** To identify areas that need to be improved/modified during each 12 week group cycle.

*(Please see Appendix I, GSS School Metrics for additional information.)*

## Outcomes

SBCHS holds itself to the fulfillment of the following four outcomes:

Measure	Percentage
1. Average daily attendance	80%
2. Credit accumulation	Approximately 11 credits earned after first year at SBCHS
3. NYS Regents pass rate	Between 69-96% , dependent upon subject area
4. Annual graduation rate	30% of student body each school-year graduate during one of the four cycles

## B. External Accountability<sup>8</sup>

Both GSS and DOE report to many different agencies. These include:

- Federal Department of Education Annual Yearly Progress (AYP), Annual Measurable Objectives (AMO)
- New York City Department of Education – Designed performance contract with the DOE
- New York State
  - Designed three supplemental indicators to measure school performance:
    1. Graduation rate
    2. Suspension rate
    3. ELA passing rate
- Other public and private funders

<sup>8</sup> Reporting and performance targets may vary from year to year due to changes at DOE and other funding sources



Using this Manual

The Model

Starting a School

Building Community

The Advocate  
Counselor

Youth Development  
in the Classroom

Post-Secondary  
Planning

Professional  
Development

Assessment and  
Accountability

# Appendices

Appendices



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# A WHAT WE BELIEVE AND PRACTICE

## What We Believe and Practice at South Brooklyn Community High School

- Our relationships and interactions with our students are always warm and respectful.
- We work very hard every day to uphold the mission of our school.
- We strive to respect the individual in each of the students with whom we are interacting by welcoming them, knowing of their lives outside of school, knowing their dreams and goals, guiding and supporting them, being available to them – even if it makes our day a little longer, making eye contact with them, listening and hearing them.
- Our first priority is to make this a community space in which students feel as if they belong and are safe.
- As adults in the building, it is our responsibility to model appropriate behavior, even in times of tension or conflict with adults; we always speak with “I statements.”
- Our Co-Directors, teachers, Advocate Counselors, and support staff work as a holistic team and communicate clearly to support the needs of our students, regardless of our roles.
- We always push ourselves to be better educators by looking at student work and reviewing classroom data to reflect on our practice. Together we are always looking for and trying new ways to ensure that each of our students can learn and achieve at high levels.
- We take risks and push ourselves to grow; this may mean that we encounter obstacles or falter occasionally. Each time we search for new strategies to overcome our obstacles.
- One of our most important tasks is helping students to acquire self-reliance and self-discipline by talking to them about their choices.
- Teachers and Advocate Counselors work together and communicate effectively about individual students and about the school in general in order to stay

conscious of EVERY young person's whole development; we constantly concern ourselves with the question: where are they on their social, emotional, and intellectual journey.

- We provide structure and rules for our students with hope and respect as a foundation.
- Each of our students is pulled out of at least one class per week in order to meet with his/her Advocate Counselor (sometimes, a student may need more support or intervention, and multiple sessions may be necessary). Due to optimal communication between the Advocate Counselor and the teacher, the student is able to catch up on any work missed.
- We are an engaged learning community; our classrooms are open and permeable. We reflect on our work and strive to find ways to make our curriculum accessible, meaningful, and interesting to every student in the classroom. We observe our peers teaching and share in best practices.
- Our faculty has agreed to attend professional development meetings in accordance with the Chancellor's mandate.



# GOAL SHEET TEMPLATE

STUDENT NAME:

OSIS #:

ENTERED H.S.:

CTBS SCORE:

BEGAN ATTENDING SBCHS:

MATH ASSESSMENT LEVEL:

TOTAL EARNED CREDITS:

REGENTS PASSED:

PROJECTED GRADUATION DATE:

REGENTS NEEDED:

ADVOCATE COUNSELOR \_\_\_\_\_

Goal Component Areas	
Attendance	
Date:	Goal 1:
	Outcome:
Date:	Goal 2:
	Outcome:
Date:	Goal 3:
	Outcome:
Academic Achievement	
Date:	Goal 1:
	Outcome:
Date:	Goal 2:
	Outcome:
Date:	Goal 3:
	Outcome:
Community Meetings	
Date:	Goal 1:
	Outcome:
Date:	Goal 2:
	Outcome:
Date:	Goal 2:
	Outcome:

Community Scholars	
Date:	Goal:
	Outcome:
College & Career Development	
Date:	Goal:
	Outcome:
Counselor/Teacher Meetings	
Date:	Goal:
	Outcome:
Employment	
Family Involvement	
Individual Counseling	
Internship	
Job Readiness	
Leadership Development	
Mediation	
Suspension	
Academic Achievement	
Date:	Goal 1:
	Outcome:
Date:	Goal 2:
	Outcome:
Date:	Goal 3:
	Outcome:
Academic Achievement	
Date:	Goal 1:
	Outcome:
Date:	Goal 2:
	Outcome:
Date:	Goal 3:
	Outcome:
Student Name:	
Advocate Counselor:	

# C SAMPLE PROFICIENCY TARGET

## Big Idea/Theme

How has European Civilization influenced Global History?

<b>SUBJECT KNOWLEDGE</b> Geography of Europe Greek and Roman Civilization Renaissance and Reformation Political History, Revolution Influential Leaders		<b>SKILLS</b> Connecting Literature to History Interpreting Historical Documents Synthesizing Historical Information Writing Regents Style Essays	
<b>ACTIVITIES</b> Daily Readings Projects Class Debates Presentations	<b>WRITING FOCUS</b> Regents Essays Literature Essays	<b>SPEAKING &amp; LISTENING FOCUS</b> Small Group Discussions Class Debates	
<b>PRODUCTS/ EVIDENCE OF LEARNING</b> Class Debates Benchmark Essays	<b>LEVEL OF COMPETENCY</b> 4 Paragraph Essay 65% of Multiple Choice questions correct 65% of Structured Response questions correct	<b>LEVEL OF COMPETENCY</b> 6 Paragraph Essay 85% of Multiple Choice questions correct 85% of Structured Response questions correct	
<b>MATERIALS NEEDED</b> Animal Farm 25 copies Night (we have this) My Rasputin wig and costume	<b>TRIPS</b> Metropolitan Museum of Art Museum of Jewish Heritage	<b>COMMUNITY LINKS</b> Metropolitan Museum of Art United Nations Consulate of Russia	
<b>Benchmark 1</b> Introductory Regents Style test – Greek Civilization			
<b>Benchmark 2</b> DBQ Essay on the Romans			
<b>Benchmark 3</b> Regents Multiple Choice and DBQ essay on the Renaissance and Reformation			
<b>Benchmark 4</b> DBQ Essay on Russian History			
<b>Benchmark 5</b> Final Exam – Mini Regents with Multiple Choice and 2 Essays. (I would like to use two days for this exam) World War II and the Holocaust			



# SAMPLE STUDENT BENCHMARK ASSESSMENT

## Benchmark Assessment #3 Global Africa Thematic Essay Question

**Directions:** Write a well-organized essay that includes an introduction, several paragraphs addressing the task, and a conclusion.

## Theme

### Historical Context

From 1947 – 1991 the people of South Africa lived under a system called Apartheid. Individuals and groups of people took actions to end this system and make South Africa a more just society.

**Task:** Choose one individual and one group of people and for each

- Describe the actions taken by each.
- Evaluate the extent to which the actions contributed to the ending of Apartheid

You may use any individual or groups of people from your study of South Africa. Some of the individuals and groups you may want to consider are: **Steve Biko, the African National Congress, the Children of Soweto, the Inkatha Freedom Party, Nelson Mandela, and Desmond Tutu.**

*You are not limited to these suggestions.*

**Guidelines:** In your essay, be sure to:

- Address all aspects of the task by describing the actions taken by one individual or one group and the impact those actions had on history
- Incorporate relevant historical information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization
- Introduce the theme by establishing a framework that is beyond a simple restatement of the task or historical context, and conclude with a summation of the theme



# Essay Scoring Rubric

Score of 5	Score of 4	Score of 3	Score of 2	Score of 1	Score of 0
Thoroughly addresses all aspects of the task by describing the actions taken by both one individual and one group of people, and evaluating the extent to which the actions contributed to the ending of Apartheid	Addresses all aspects of the task by describing the actions taken by both one individual and one group of people, and evaluating the extent to which the actions contributed to the ending of Apartheid	Addresses all aspects of the task by describing the actions taken by both one individual and one group of people, and evaluating the extent to which the actions contributed to the ending of Apartheid	Addresses most aspects of the task by describing the actions taken by both one individual and one group of people, and evaluating the extent to which the actions contributed to the ending of Apartheid	Shows little understanding of the task, but addresses some aspects of the task	Fails to address the task, is illegible, or is a blank paper
Incorporates substantial relevant information for both aspects of the task	Incorporates much relevant information on both aspects of the task	Incorporates some relevant information on both aspects of the task	Incorporates some relevant information on both aspects of the task	Presents little relevant information	
Richly supports the theme with many relevant facts, examples and details	Supports the theme with many relevant facts, examples and details	Supports the theme with many relevant facts, examples and details	Supports the theme with some relevant facts, examples and details	Includes few relevant facts, examples, or details	
Is a well-developed essay	Is a well-developed essay	Is a well-developed essay	Is a satisfactorily developed essay	May demonstrate a major weakness in organization; may lack focus; may contain digressions	
Includes an introduction and a conclusion that are more than a restatement of the historical context	Includes an introduction and a conclusion that are more than a restatement of the historical context	Includes an introduction and a conclusion that may be a restatement of the historical context	Includes an introduction and a conclusion that may be a restatement of the historical context	May lack an introduction and/or a conclusion or these elements may not refer to the theme	

# E SAMPLE RECRUITMENT LETTER

Dear \_\_\_\_\_ :

Do you want to earn your high school diploma? Are you thinking about returning to school? If you answered yes, South Brooklyn Community High School may be the school for you!

We want to take this opportunity to share the highlights of our school and to inform you about our admission process.

- We are a brand new school in a brand new state-of-the-art building fully equipped with computers.
- We are a small school with only 150 students.
- We offer an accelerated credit program that runs year-round, including summer school. Students can earn 16 credits per school year.
- The faculty and staff are invested in your learning. The entire school team is committed to your success.
- A team of Advocate Counselors are here to assist you to identify your strengths and interests, as well as to overcome any obstacles or difficulties.
- They work with you to make plans for the future, like college, vocational training, and exploring work options.
- Students have opportunities for participation in leadership activities, internships and community service projects.

Our admissions process involves three steps: first is a reading exam and math assessment, next an interview with an Advocate Counselor, and finally an interview with you and your parent/guardian. We take time with each young person because we believe in the power of young people to make conscious decisions about their futures.

If you are interested, call us at (718) 422-1915, ext. 351 and make an appointment with an Advocate Counselor. If you are interested in discussing other educational options, like GED or training programs, we can try to help you find a program to meet your needs. Space for September is filling up quickly, so call now before the end of July, so you don't miss out.

We look forward to hearing from you soon.

Sincerely,



**Millie Henriquez-McArdle**  
Program Director

# F SAMPLE INTAKE INTERVIEW FORM

## Intake Interview

Date: \_\_\_\_\_ Interviewed by: \_\_\_\_\_

*Begin by going through the process (test, interview, parent interview). Explain that this needs to be a match, both for the student and for the school. If this is not the best program for the student, we will find one that is most appropriate for his/her needs. Tell the student that the information they share with you during this interview is not confidential and may be shared with parents during the parent interview.*

## General Questions

(First clarify anything you don't understand from the application form)

Name: \_\_\_\_\_ Age: \_\_\_\_\_

Number of credits: \_\_\_\_\_ Special Education: Yes / No

Outstanding court cases: Yes / No (if yes, explain) \_\_\_\_\_

Suspensions from school: Yes / No (if yes, explain) \_\_\_\_\_

How did you find out about SBCHS? \_\_\_\_\_

Do you know anyone at SBCHS? \_\_\_\_\_

Have you ever had a counselor before? (Who? Why?) \_\_\_\_\_

## School History

(How were your grades, how did you like it there, relationship with staff, peer relationships, etc.)

*Elementary* \_\_\_\_\_

*Middle School* \_\_\_\_\_

*High School* \_\_\_\_\_

*First year* \_\_\_\_\_

*Second year* \_\_\_\_\_

*Third year* \_\_\_\_\_

*Fourth year* \_\_\_\_\_

Why did you miss so much school? \_\_\_\_\_

What did you do while you were cutting school (*smoke, hang out, etc.*)? \_\_\_\_\_

Did your parents know? How did they react? \_\_\_\_\_

What has changed for you that makes you feel like you can/want to complete high school? \_\_\_\_\_

\_\_\_\_\_

How do you think things will be different for you here? \_\_\_\_\_

\_\_\_\_\_

How do you see yourself working within the structure of the program (*give example...like beeper policy, counseling*) \_\_\_\_\_

\_\_\_\_\_

What subjects are difficult for you in school? \_\_\_\_\_

Have you considered other options, such as GED? \_\_\_\_\_

Any additional information: \_\_\_\_\_

## Family

Mom:

Name

Age

Highest grade of education

Employment

Your relationship with

Brother / Sister:

Name

Age

Highest grade of education

Employment

Your relationship with

Dad:

Name

Age

Highest grade of education

Employment

Your relationship with

Brother / Sister:

Name

Age

Highest grade of education

Employment

Your relationship with

Are your parents still together? \_\_\_\_\_

Does anyone else live in your house? Who? \_\_\_\_\_

Who are you closest to at home? Who can you talk to about personal problems? \_\_\_\_\_

\_\_\_\_\_

Has your relationship with your family changed since school problems started? \_\_\_\_\_

\_\_\_\_\_

What do your parents expect of you? \_\_\_\_\_

How do you handle conflict with your parents/family? \_\_\_\_\_

Any additional information: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Student

What are your goals? \_\_\_\_\_

Do you have a girlfriend/boyfriend? Explain the relationship. \_\_\_\_\_

How do you handle anger/conflict with him/her? \_\_\_\_\_

What things, situations, etc. make you angry? \_\_\_\_\_

Do you work or contribute financially at home? (*If so, where, how many hours/week, etc.*) \_\_\_\_\_

\_\_\_\_\_

What are most of your friends doing now? \_\_\_\_\_

Do you have any friends that you can talk to about your feelings? \_\_\_\_\_

What do you like to do in your spare time? \_\_\_\_\_

Health issues: \_\_\_\_\_

Any additional information: \_\_\_\_\_

### What is expected of students at SBCHS:

- Attendance – Explain attendance policy (latenesses, calls to parents, waiting in the cafeteria, home visits, what time school begins and ends, etc.).
- Counseling (Individual and Group) – What are their feelings about counseling?
- Working in a community – Being respectful of one another and being open to learning how to deal with conflict differently (communicating, no fighting).
- Serious academic work – Longer classes, papers, homework, more hours for more credit, explain credit breakdown, and benchmarks.
- Rules and regulations:
  - No visitors allowed*
  - No beepers/cell phones-explain cell phone policy*
  - No drugs/alcohol-if under suspicion, we will call parents and send student home*
  - Absences and latenesses will affect grade-2 lates = 1 absence*

### Counselor's Assessment of Interview:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# SAMPLE SCHOOL MASTER SCHEDULE

PERIOD	English Teacher	English Teacher	Science Teacher	Science Teacher	Math Teacher	Math Teacher	History Teacher	History Teacher	Art Teacher
<b>Period A</b>	Coverage	Prep	Coverage (Tu,W)	Prep	Coverage	Prep		Common Planning	Common Planning (Tu, Th)
<b>1</b> <b>9:00–9:55</b>	Prep	E8 Room 304	Prep	LE2 Room 203	MA1 Room 303	MA2 Room 307	GH4 Room C01	Prep	Team Teach w/Matt Room 211
<b>2</b> <b>9:58–10:53</b>	E4 Room 306	E7 Room 304	Team Teach Phys Ed	Chemistry of Food Room 203	Prep	Prep	GH4 Room C01	US2 Room C02	Prep
<b>3</b> <b>10:56–11:51</b>	E5 Room 306	Lunch	Common Planning (M,W,F)	Lunch	MA3 Room 303	MA2 Room 307	Economics Room C01	Gov't Room C02	Ecology Room C014
<b>LUNCH</b> <b>11:51–12:21</b>	Lunch	Cafeteria Coverage	Lunch	Cafeteria Coverage	Lunch	Cafeteria Coverage	Lunch	Gym Coverage	
<b>4</b> <b>12:23–1:18</b>	E5 Room 306	E6 Room 304	Forensics Room 202	LE Under the Micro Room 203	MA6 Room 303	Lunch	GH3 Room C01	Lunch	Team Teach Phys Ed
<b>5</b> <b>1:21–2:16</b>	E4 Room 306	Compliance Coordinator	LE1 Room 202	Prep	Budget Coordinator	MA2 Room 307	Prep–No Coverage	US2 Room C02	Prep
<b>6</b> <b>2:19–3:00</b>	Prep	Labs LE1 (M,W,F) Prep	Room 202	Labs LE2 (M,W,F) Room 203	Prep	Database Coordinator	(C6) in Focus (M,W,F) Room C01 Prep (Tu, Th)	Global History in Focus (M,W,F) Team Room C01 Common Planning (Tu, Th)	Art Room C-14
<b>TOTAL # of PERIODS</b>	20	20	18	18	20	20	23	20	18

Spanish Teacher	P.E. Teacher	AC	AC	AC	AC	AC	AC	Guidance Counselor	Program Facilitator
Prep	Common Planning (Tu, Th)								
Trop. Jny 2/ Music Team w/Jonah Room 211	Prep	Attendance Outreach	Attendance Outreach	Attendance Outreach	Attendance Outreach	Attendance Outreach	Attendance Outreach	C13	302
Comp Skills Room 211	Gym (Team Teach)	Individual Counseling	Individual Counseling	Individual Counseling	Individual Counseling	Individual Counseling	Individual Counseling	C13	302
Lunch	Common Planning (M,W,F)	Individual Counseling	Individual Counseling	Individual Counseling	Individual Counseling	Individual Counseling	Individual Counseling	C13	302
Computer Lab Coverage	Lunch	Coverage	Coverage	Coverage	Coverage	Coverage	Coverage		
Prep	Gym	Prep	Prep	Prep	Prep	Prep	Prep	C13	302
Trop.Jny 1 Room 211	Health	Intake	Intake	Intake	Intake	Intake	Intake	C13	302
Computer Skills (M,W,F) Room 211 Common Planning (Tu, Th)	Gym (M,W,F)	College & Careers (W-F)	Comm Scholars (Tu, Th) Room CO1	Comm Scholars (Tu, Th) Room CO2	Comm Scholars (Tu, Th) Room 307	Comm Scholars (Tu, Th) Room 304	Comm Scholars (Tu, Th) Room 202	College & Careers (M,W,F)	Paper Chasers (M,W,F) Leadership (Tu)
18	18	N/A	N/A	N/A	N/A	N/A	N/A	N/A	



# H NEW SCHOOL WORK PLAN

## Implementation Timeline (Spring Workplan)

Month	Category/task	Sub Tasks	Ownership	Due Date
February	STUDENT RECRUITMENT	Creating a recruitment plan	<i>Planning Team – GSS Program Director and DOE Principal</i>	2/17
		Creating student outreach brochures	<i>DOE Principal</i>	2/17
		Writing Student Recruitment Letters	<i>GSS Program Director</i>	2/17
	IDENTIFYING CATCHMENT AREA	Identifying zip codes for student recruitment	<i>GSS Program Director and DOE Principal</i>	2/17
		Obtaining LTA address list	<i>DOE Principal</i>	2/17
		Meet with referring high schools in new school catchment area	<i>GSS Program Director, DOE Principal, GSS Director of Schools</i>	2/17
		Meet with other CBOs in new school catchment area to provide linkages to services	<i>GSS Director of Schools</i>	2/17
	TEACHER RECRUITMENT	Create hiring/interview guidelines	<i>Planning Team – DOE Principal and GSS Program Director</i>	2/17
		Create DOE job descriptions	<i>Planning Team – GSS Program Director</i>	2/28
	ADVOCATE COUNSELOR RECRUITMENT	Create GSS job descriptions	<i>Planning Team – GSS Program Director</i>	2/10
		Post position on GSS and NY Times websites	<i>GSS Program Director</i>	2/17
		Begin Interviews	<i>GSS Program Director and Interview Committee</i>	post-2/17
March	STUDENT RECRUITMENT	Guidance Counselor Meetings	<i>GSS Program Director, DOE Principal, GSS Director of Schools</i>	3/15
		Website, Newspaper Ads	<i>GSS Program Director</i>	3/15
		Community Meetings, CBO Meetings	<i>Planning Team</i>	3/30
		Developing Outreach Plan for Early Admits	<i>Planning Team – GSS Program Director</i>	3/1
		Letterhead, envelopes, etc.	<i>Planning Team – GSS Program Director</i>	3/1
	TEACHER RECRUITMENT	Advertisements (Craig's List, Monster, CBOs, NY Times, etc.)	<i>GSS Program Director and DOE Principal</i>	3/20
		Community Board Meetings	<i>GSS Program Director and DOE Principal</i>	3/31
		Teacher Recruitment Fairs	<i>GSS Program Director, DOE Principal, GSS Director of Schools</i>	3/6-3/7
		Citywide Posting for Teachers	<i>DOE Principal</i>	3/1

Month	Category/task	Sub Tasks	Ownership	Due Date
March	TEACHER RECRUITMENT	Official Hiring Period Begins	DOE Principal	3/1
		Vacancies Declared	Office of New Schools	3/15-3/22
		Initiate DOE Hiring Procedures	DOE Principal	3/10
		DOE Teacher Interviews begin	DOE Principal	3/22
	CURRICULUM DEVELOPMENT	Interdisciplinary Team for Curr. Planning	Planning Team	3/1
		Curricular Framework (non-negotiables & general outline)	DOE Principal	3/31
		Planning student summer activities	Advocate Counselors and GSS Program Facilitator	Mar-July
	BUDGET	Planning DOE Budget	DOE Principal and Curricular Planning Team	3/24
		Begin researching and meeting vendors	GSS Program Director, DOE Principal, GSS Director of Schools	ongoing-April
	FACILITIES	Facilities Survey Due	Planning Team	3/10
		DOE Facilities walk through – space planning	GSS Program Director and DOE Principal	3/29
April	STUDENT RECRUITMENT	Open Houses	Planning Team – GSS Program Director and DOE Principal	Begins 4/24
		Intake Meetings with Students and Families	GSS Program Director, ACs	Begins 4/24
	TEACHER/GSS RECRUITMENT	Continue Posting (Websites, GSS, SBCHS, Newspapers, etc.)	GSS Program Director and DOE Principal	4/15
		Hire 2 Advocate Counselors	GSS Program Director	4/1-4/15
	CURRICULUM DEVELOPMENT	Graduation Criteria (Mastery)	Curr. Planning Team	4/10
		Outline aligned to standards & performance indicators	Curr. Planning Team	4/17
	BUDGET	Ongoing DOE Budget process	GSS Program Director, DOE Principal, GSS Director of Schools	4/24
		Continue working with vendors	GSS Program Director, DOE Principal, GSS Director of Schools	4/28
May	START UP MONEY	Deadline for centralized ordering of start-up supplies: furniture, textbooks, curriculum materials, and technology	Planning Team	5/1
	PROFESSIONAL DEVELOPMENT	Staff Handbook created (Partnership Agreement, Supporting School Regulations for students, academic policies, salary/benefits, employment terms/leaves, etc.)	Planning Team – GSS Program Director and DOE Principal	5/1
	STUDENT RECRUITMENT	Continue interviewing students and families	GSS Program Director and Advocate Counselors	ongoing
		Attend Community Meetings – Community Board and other	GSS Program Director and DOE Principal	ongoing
June	STUDENT RECRUITMENT	Continue recruitment efforts	GSS Program Director and Advocate Counselors	ongoing
		Plan student engagement activities	GSS Program Director and Advocate Counselors	6/30
	STAFF RECRUITMENT	Continue hiring teaching staff	DOE Principal and hiring committee	6/30
	PROFESSIONAL DEVELOPMENT	Continue curriculum planning	DOE Principal	6/30

Month	Category/task	Sub Tasks	Ownership	Due Date
July	SUMMER INSTITUTE	Attend 3 week summer institute	<i>1st week – full staff; second 2 weeks all instructional staff</i>	7/31
	STUDENT RECRUITMENT	Continue student engagement activities	<i>GSS Staff</i>	Ongoing
		Curricular Framework (non-negotiables & general outline)	<i>DOE Principal</i>	7/31
		Planning student summer activities	<i>Advocate Counselors and GSS Program Facilitator</i>	7/31
August	FACILITIES	Finalize space needs	<i>DOE Principal and GSS Program Director</i>	8/15
		DOE Facilities walk through – space planning	<i>GSS Program Director and DOE Principal</i>	8/15
	STUDENT RECRUITMENT	Continue student engagement activities	<i>GSS Program Director and Advocate Counselors</i>	Ongoing
		Continue student engagement activities	<i>Advocate Counselors continue intake</i>	Ongoing
	PROFESSIONAL DEVELOPMENT	Staff Retreat	<i>All staff retreat pre-opening; review roles; boundaries; communication; school structures and norms</i>	8/31

# GSS SCHOOL METRICS

Category	Metric	Frequency
<b>Academic Achievement</b>		
1. Graduation Rate	% of incoming cohort that successfully graduates	Annual
2. Regents Performance	School and cohort passage rate by subject for Regents exams	Annual
	% of Regents passed vs. Regents taken	Annual
	% of Regents passed vs. Regents taken before enrolling at GSS school	Intake
3. Credit Accumulation	Passage rate in subject area classes	By cycle
	Credit accumulation rate at GSS school vs. previous high schools	Intake
4. Progress Toward Graduation	Results of bi-weekly benchmark assessments by subject on progress toward State standards	By cycle
5. Time to Graduate	Length of time required for student to graduate	By cycle
	Time spent at previous high school before enrolling at GSS school	Intake
6. Post-High School Plan	Number of graduates who attend college, move on to employment	By cycle
	Plans for students who do not graduate from GSS school (ex. GED class, moved, dropped out)	By cycle
<b>Engagement</b>		
1. Student Attendance	Average daily attendance	Annual
2. Student Satisfaction	Survey-based assessment of student satisfaction	Annual
	Student participation in school-wide committees and leadership structures	Annual
3. Parent Involvement	Number of contacts between Advocate Counselors and parents	Annual
	Parental involvement in school activities and academic lives of their children	Annual
<b>Personal Satisfaction</b>		
1. Hiring and Retention	Successful recruitment and retention of teachers and Advocate Counselors	Annual



## our vision

### A KALEIDOSCOPE

reframing relationships, embracing change, creating opportunities

## our mission

### TO LEAD

in the development of innovative programs that ensure  
a more promising future for our program participants

### TO ADVOCATE

zealously for principles necessary  
to empower those with whom we work

### TO PROVIDE

quality service to individuals consistent with their dignity  
and to communities consistent with their needs

