



WEST BROOKLYN COMMUNITY HIGH SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: (15/ 5/ 529)
ADDRESS: 1053 41ST STREET
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 15K529 **SCHOOL NAME:** West Brooklyn Community High School

SCHOOL ADDRESS: 1053 41st Street, Brooklyn, NY 11219

SCHOOL TELEPHONE: 1053 41st Street,
Brooklyn, NY 11219 **FAX:** 718-686-1189

SCHOOL CONTACT PERSON: _____ **EMAIL ADDRESS:** _____

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Stephen Marcus

PRINCIPAL: Liliana Polo

UFT CHAPTER LEADER: Frank Esposito

PARENTS' ASSOCIATION PRESIDENT: Maria Andujar

STUDENT REPRESENTATIVE:
(Required for high schools) Kenny Valentin, Amairi Garcia

DISTRICT AND NETWORK INFORMATION

DISTRICT: 15 **CHILDREN FIRST NETWORK (CFN):** New Visions CFN #563 (BK)

NETWORK LEADER: Janet Price

SUPERINTENDENT: Aimee Horowitz

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Liliana Polo	*Principal or Designee	
Frank Esposito	*UFT Chapter Chairperson or Designee	
Maria Andujar	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Christina Laveglia	DC 37 Representative, if applicable	
Kenny Valentin/Amairi Garcia	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Stephen Marcus	CBO Representative, if applicable	
Mercedes Cepeda-Lorenzo	Member/	
Gloria Rosario	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

West Brooklyn Community High School is a transfer school serving students between the ages 16-20 who have chosen to reengage in high school after having previously dropped out of school or become excessively truant. Our school serves students within a specific catchment area including, Sunset Park, Borough Park, Flatbush, Kensington, Bay Ridge, and parts of Bensonhurst. Our school is modeled after South Brooklyn Community High School, and was opened in September 2006 as a partnership between the Department of Education and Good Shepherd Services. Leadership is shared by the DOE Principal and the GSS Program Director. The following are features specific to our school:

- **Good Shepherd Services:** A team of 8 advocate counselors, each with a caseload of 25 students, works with students and families from the moment they are admitted in order to establish goals, outline academic and behavioral expectations, create a plan for graduation, and develop a relationship with the family.
- **Intensive Attendance Outreach:** Good Shepherd Services Advocate Counselors collect daily attendance information and reach out to students and families. Once a student has been absent for 2 days without contact, a home visit is conducted to establish reason for absence and/or create interventions for student.
- **Learning to Work (LTW) Program:** Operated by Good Shepherd Services, our Internship Coordinator establishes appropriate work sites, facilitates internships, teaches job readiness and employability skills, and follows student skill development at the site.
- **Shared Leadership:** The school is co-led by a Department of Education principal and a Good Shepherd Services Program Director.
- **Small class size:** Most classes are between 15 and 20 students, with 25 as the maximum class size. We currently have 17 teachers serving 200 students.
- **Instructional Approach:** Our approach includes a rigorous academic program; focusing on the use of Bloom's Taxonomy as the framework for teaching and assessment. Our instructional model includes more specifically, the teaching of Learning Strategies for skills development across all subject areas, use of Conley's College & Career Readiness skills as benchmarks for skills development, and the use of the Workshop Model for lessons.
- **Accelerated Credit Accumulation:** A 3-cycle structure (with the possibility of summer school) from Sept-December, December-March, and March-June creates opportunity for students to earn a minimum of 15-18 credits per year. Additionally, pending budget allocations, we offer afterschool credit recovery opportunities through a contract with 12comics, where students are able to earn credits by completing a comic book which is printed and distributed.
- **Structured Academic/Graduation Plan:** Students are expected to complete remaining credits (44 total) and 5 regents within 18-24 months. Due to our intake of various students with 0-6 credits, that time period has been extended for them to 18-36 months.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	West Brooklyn Community High School				
District:	15	DBN #:	15K529	School BEDS Code:	331500011529

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					82.3	78	76.8		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					81.4				
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					61.0	n/a			
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10	178	180	189	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	10	19	21		3	2			
Grade 12	19	9	6						
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	207	208	216		0	0	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	0	0	0						
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	1	0	0		
Number all others	9	11	18	Superintendent Suspensions	0	0	1		

DEMOGRAPHICS

<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	2007-08	2008-09	2009-10
# in Trans. Bilingual Classes	2	2	8	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	0	0	0	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	1	1	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	11	15	18
Overage Students: # entering students overage for grade (As of October 31)				Number of Administrators and Other Professionals	5	5	5
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	0	0	0
	207	208					
Teacher Qualifications:							
Ethnicity and Gender: % of Enrollment (As of October 31)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	44	100
American Indian or Alaska Native	0	1		Percent more than two years teaching in this school	0	50	62%
Black or African American	22.7	49.0		Percent more than five years teaching anywhere	18.2	38	33%
Hispanic or Latino	57.5			Percent Masters Degree or higher	64	62	72%
Asian or Native Hawaiian/Other Pacific Isl.	2.9	12		Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	86.7	93.3	84%
White	16.9	38					
Multi-racial							
Male	45.4	51					
Female	54.6	49					

2009-10 TITLE I STATUS

<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	✓		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	✓
	Math:		Math:	✓
	Science:		Grad. Rate:	✓

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate**	
All Students						✓	
Ethnicity							
American Indian or Alaska Native				-	-	-	
Black or African American				-	-	-	
Hispanic or Latino				√ ^{SH}	√ ^{SH}	√ ^{SH}	
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White				-	-	-	
Multiracial				-	-	-	
Other Groups							
Students with Disabilities				-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged				√ ^{SH}	√ ^{SH}	√ ^{SH}	
Student groups making AYP in each subject				√ ^{SH}	√ ^{SH}	√ ^{SH}	

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	N/A
Overall Score	A	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	A	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	A	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	A	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	+2.5	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school’s educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school’s Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school’s use of resources: last year’s school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school’s strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school’s continuous improvement?

West Brooklyn Community High School (WBCHS) will begin its fifth year as a transfer school. After thoughtful reflection and use of our Progress Report, Learning Environment Survey, Regents scores, student, family, and staff feedback through various surveys, we have identified key areas of strength and demonstrated needs in our school community.

What WBCHS Has Done Well

During the 2009-2010 school year, WBCHS was able to strengthen several areas which had been part of our goals from the previous year. We have continued to develop and transform our school culture into one that is focused on student learning and success, staff professional development and growth, and family engagement.

Regents Results

Our continued success on the Regents Exams, particularly in ELA & Math have provided us with significant data around what instructional practices have worked as well as which skills need to be improved upon. Below are our 2009-2010 Regents results.

JANUARY 2010			
US/GOV	GLOBAL	ELA	LIVING ENV.
PASSING RATES	PASSING RATES	PASSING RATES	PASSING RATES
Passed w/ a 55+: 66%	Passed w/ a 55+: 46%	Passed w/ a 55+: 85%	Passed w/ a 55+: 63%
Passed w/ a 65+: 26%	Passed w/ a 65+: 21%	Passed w/ a 65+: 70%	Passed w/ a 65+: 26%

JUNE 2010				
US/GOV	GLOBAL	ELA	LIVING ENV.	MATH**
PASSING RATES	PASSING RATES	PASSING RATES	PASSING RATES	PASSING RATES
Passed w/ a 55+: 15.5%	Passed w/ a 55+: 19.6%	Passed w/ a 55+:7.6%	Passed w/ a 55+: 3.2%	Passed w/ a 55+: 29%
Passed w/ a 65+: 72%	Passed w/ a 65+: 60.7%	Passed w/ a 65+:82%	Passed w/ a 65+: 77.4%	Passed w/ a 65+: 57%

These results reflect an improvement in our staff’s ability to facilitate understanding of content as well as building the critical skills necessary for students to be successful on the Regents and other exams. Through our whole group and individual professional development we have focused on developing

teachers' ability to build student critical thinking skills through an intense focus on reading comprehension and writing. Some of the specific strategies are

- Teach Learning/Reading Strategies across all Content Areas (Determining Importance in a Text, Analyzing Texts, Visualization, Monitoring for Meaning, Making Inferences & Predictions, using Context Clues to further understanding, Making Connections to the Text, etc.)
- Use Student Assessment Results as Data to Determine Next Steps: Our biweekly assessment structure allows for students to receive frequent and consistent feedback around their improvement and acquisition of new skills.
- Structured Time for Department Meetings: We were able to identify through teacher feedback that while whole group Professional Development was necessary and appreciated by staff, there was a need for more structured time for departments to share best practices, focus on content-specific issues, and apply their learning through a common language and focus.
- Feedback Loop around Lesson Planning: Teachers submit weekly outlines to the Principal and Assistant Principal for feedback at the beginning of each week. This tool supports the observation process and also creates consistency around instructional language and expected practices. Our focus has been to create targeted objectives that include both content and skills. Additionally, our work with individual teachers has also focused on backward planning and developing ways for teachers to identify the skills students will need to demonstrate and build those into daily lessons.
- High Credit Accumulation Rate: Our students earned an average of *13 credits per year*, compared to an average of *4.0 credits per year* at their previous schools. This increase in credit accumulation is due not only to their increased attendance, but increased engagement in the classroom. This has resulted in a high graduation rate for our students, averaging a maximum of 18-24 months with us. Our number of 2009-2010 graduates reached 61 students. To support credit accumulation we operated two separate credit recovery programs: a Comic Book course, designed to support student skill building, ending with students creating their own comic book; and fostered a partnership with Medgar Evers College to create a Juvenile Justice Policy Program

Improving our Induction Process for Teachers New to WBCHS

As a result of our Instructional Support Specialists, we will only lose one teacher this year, therefore allowing us to largely focus on planning rather than hiring this summer. Additionally, the transition and planning for departments will be powerful as a result of the low attrition. Central to our induction process is a new position we created in 2009-2010: Instructional Support Specialist. This position has allowed for us to not only bring in new teachers more effectively, but support teachers who are not new to teaching but new to our school community. It is a non-evaluative relationship which allows for more consistent support and opportunities for risk-taking and growth.

Increasing Teacher Leadership to Support Cross-Curricular Student Achievement

Originally designated as an Instructional Leadership Team focusing primarily on the development of Professional Development plans and agendas, this team has transformed into a group of teacher leaders focused on building student achievement through multiple facets. It has been reorganized into a cabinet composed teachers in the following roles, 2 Instructional Support Specialists, 2 Data Specialists, 1 Coordinator of Student Activities, and 1 Senior Events Coordinator. Half of the team is made up of teachers with 1-3 years experience. The team also includes the Principal and Assistant Principal. This team helped establish a culture at West Brooklyn where teachers own the change process and are empowered to take on initiatives and voice opinions to support the best interest of students.

Where WBCHS Needs To Grow

Identifying Student Skill Level & Plan for Growth

All students entering WBCHS take a Literacy Assessment which gives us each student's level for reading. Students also take a Mathematics diagnostic assessment which allows us to place students in the appropriate Integrated Algebra course. This assessment information can be used as a tool for teachers to better support students at the onset of their coursework. Use of the Conley Metrics for College Readiness will be essential in determining specific skills students need to develop prior to graduating. This will be supported through both GSS Advocate Counselors and Teachers.

Utilizing Powerschools Storing & Accessing Student Information

Our school is one of 15 New Visions transfer schools currently using Powerschools as our main database for attendance, grading, counseling notes for each student, and biographical information for students. It is a system that has the capacity to generate schoolwide, class-specific, counselor-specific, and student-specific reports. Through this system, we will begin to track student academic and social goals. Through this goal-setting system we can begin to have more concrete and focused conversations with students and families. Our goal (as listed in next section) is to engage student and families in these online communities and make student achievement information far more accessible.

Developing Student Academic Goals

In response to feedback from past School Quality Reviews, and in response to a growing more targeted and focused early interventions for students, we are currently developing a system for setting, tracking, and improving upon student academic goals. While we have some initial information about a student's skill level at intake, we need to improve upon the following systems

1. Diagnostic testing for all new students in all subject areas.
2. Earlier administration of the periodic assessment for students.
3. Creation and distribution of an individualized skills assessment worksheet to a student's teachers at the beginning of every cycle.
4. In conjunction with students, using the diagnostic testing information in developing SMART goals around academic and social needs; creating a system for follow up with the student around those goals. The David Conley College & Career Readiness Metrics will be used as the basis for this goal setting.
5. Sharing goals and progress with families in a consistent manner.

Sharing Information between Advocate Counselors & Teachers

This year we have implemented weekly Case Conferencing between teachers and Advocate Counselors. During these pre-scheduled meeting teachers bring in 1-2 students who are of concern academically, and talk to the counselors about a possible intervention. The expectation is that there is a follow up meeting that occurs with the counselor regarding that student. Additionally, this case conferencing time can be used for a counselor to gather a student's teachers to discuss patterns in work and/or behavior. This meeting can then be used to outline a consistent intervention plan for each student among all of his/her teachers. Case Conferencing will continue in 2010-2011 with a far more structured protocol that will require for teachers and advocate counselors to develop SMART goals and create an Action Plan for follow up.

Developing more effective Structures for Engaging Students in the School Community

Several changes have been established this year to promote a stronger and more positive student voice.

- *The Youth Leadership Board (YLB)* is designed to encourage student participation in the life of the school. The YLB is made up of 10 students, all of whom have undergone an application

process and interview. Students must be recommended by a staff member, and can apply at the beginning of every cycle.

- *RAMAPO Community & Character Building Program*: Throughout the school year there will be 3 trips of about 30 students each who will engage in high ropes courses and community building in order to strengthen the sense of ownership and empowerment in the school community.
- *Increase Smaller Celebrations of Student Success*: We initiated Executive Breakfasts where students would have a weekly breakfast with the Assistant Principal and Program Director and engaged in a conversation around college readiness as well as schoolwide issues. We are planning on including more outings and informal opportunities for staff to celebrate student success.

Strengthen Department Structures

- Create leadership positions within departments in order to more easily facilitate development of goals, setting learning targets, and teacher collaboration.
- One of these includes the Math dept, whose overall achievement scores on the Regents exam have decreased from previous years.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Goal 1: By May 2011, 100% of Science, Social Studies, Special Education, ESL, & English teachers will include Literacy strategies (reading and writing) in daily lessons.

Measurable Objectives:

- By December 2010, 100% of teachers at West Brooklyn will demonstrate the following
 - a. Submission of Weekly Outlines that include specific learning objectives, daily assessments, and integrate Learning Strategies into two week units.
 - b. Biweekly assessments that reflect content objectives, skills objectives, and varying levels of critical thinking (using the Bloom's Taxonomy framework).
 - c. Engaging in peer observations within and outside of their department.
- By May 2011, 100% of teachers in Science, Social Studies, Special Education, ESL, and English will be giving a minimum of one essay (or other extensive writing assignment) per month that includes a revision process.

Goal 2: By June 2011, school attendance will be 79%, a 1.3% increase from the 2009-2010 school year average of 77.8%.

Measurable Objectives

- Student attendance will consistently be above 80% from September-December.
- Students who attend the RAMAPO retreats will maintain an attendance rate above 80% after attending the trip.

Goal 3: Develop Powerschools into a comprehensive data system that will support advocate counselors, teachers, students, and families in understanding student academic and social progress.

Measurable Objectives:

- By December 2010, a pilot group of teachers will begin turnkey professional development in assessing students according to the Conley metrics on College & Career Readiness and how to perform data entry into Powerschools.
- By March 2011, 50% students will have a clear understanding of how to utilize Powerschools to view their own data.
- By March 2011, 50% of families will have been scheduled for a meeting to practice using Powerschools to view their son/daughter's academic progress in Powerschools.
- By May 2011, 100% of teachers and advocate counselors will be utilizing a minimum of 1 Conley Metric around College & career Readiness to assess students on a monthly basis.
- By May 2011, 100% of students will have had an opportunity to practice and utilize Powerschools to access their individual achievement data.
- By May 2011, West Brooklyn will define and publish clear expectations and standards for post-secondary readiness to be shared with students and families.

Goal 4: Increase student achievement on Regents exams as related to achieving post-secondary success standards for CUNY schools.

Measurable Objectives:

- Increase by 5% the number of students who attain a 65% or above on the Math and ELA Regents exams. In January 2010, the percentage of students who achieved a 65% or above in ELA was 70%. In June 2010, the percentage of students who achieved a 65% or above in ELA was 82% and in Math 57%. For 2010-2011, we will achieve 87% in ELA and 62% in Math with a 65% or above.

- Increase by 3% the number of students who attain a 75% or above on Math and ELA Regents exams. In 2009-2010, the percentage of students who achieved a 75% or above in ELA was 46.1%, in Math 21%. For 2010-2011, 49% in ELA and 24% in Math will achieve a 75% or above.

•
Goal 5: Increase academic expectations and achievement for students with IEP's in order to more effectively prepare them for post secondary opportunities.

Measurable Objective:

- Increase by 2% the number of students with IEPs who attain a 65% or above on Math and ELA Regents exams. In June 2010 50% of the Students with an IEP scored a 65 or above on the ELA regents and 75% scored a 65 or above on the Integrated Algebra Regents.
- Increase by 2% the number of students with IEPs who earn a Regents diploma. In the 2009-2010 academic year no graduating student with an IEP earned a Regents diploma.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 1: By May 2011, 100% of Science, Social Studies, Special Education, ESL, & English teachers will include Literacy strategies (reading and writing) in daily lessons.</p> <p>Measurable Objectives:</p> <ul style="list-style-type: none"> • By December 2010, 100% of teachers at West Brooklyn will demonstrate the following <ul style="list-style-type: none"> d. Submission of Weekly Outlines that include specific learning objectives, daily assessments, and integrate Learning Strategies into two week units. e. Biweekly <u>assessments</u> that reflect content objectives, skills objectives, and varying levels of critical thinking (using the Bloom’s Taxonomy framework). f. Engaging in peer observations within and outside of their department. • By March 2011, 100% of teachers in Science, Social Studies, Special Education, ESL, and English will be giving a minimum of <u>one</u> essay (or other extensive writing assignment) per month that includes a revision process.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Weekly/Biweekly Department Meetings to share best practices among teachers; look at student work, and share in the department action plan. • Continued position of Instructional Support Specialist to work with our new teacher as well as returning staff members who need continued support in the area of unit and lesson planning. • Department Facilitators support department in looking at student work, engaging in feedback around assessments, and ensuring the dept’s commitment to the yearlong goals. • Weekly Feedback on Lesson Outlines from Principal and Assistant Principal focused on clarifying objectives and ensuring proper daily assessments • Biweekly Observations focused on specific feedback given at initial cycle observations based on Observation Protocol. • Peer Observation system where teachers are observing teachers within their department and outside of their department will support in aligning practices and engaging the community in a conversation about continued professional development needs. • Teacher networks across New Visions transfer schools will meet every 6 weeks to share curriculum and best practices.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Instructional Support Specialist: \$2,500/yr in Per Session (Fair Student Funding) • Data Specialist: \$2,500/yr in Per Session (Fair Student Funding) • Department Facilitators for Science, Social Studies (2), Math, & English: \$1,000 each, \$1,000 for (2) Social Studies. TOTAL: \$5,000/yr in Per Session (Fair Student Funding) • Monthly Professional Development to present schoolwide & department data and read educational literature around teaching college-ready skills. (\$14,000/yr)- Use of Inquiry Team & Data Analyst Funds. • Per Session for New Visions Transfer School Teacher Networks \$3000yr in Per Session

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Student writing assessments to be used as evidence in department meetings as well as Case Conferencing meetings. • Classroom observation protocols will be filed by Principal & Assistant Principal and used in End of Cycle Evaluations with teachers. • Maintaining a Record of Weekly Outline Submissions & Feedback • After every Professional Development workshop we request written feedback around how the session helped and what the existing needs are. • Powerschools Reports specifically on Formal Assessment grades by teacher and department will be reviewed at the end of every cycle.
<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><u>Goal 2:</u> By June 2011, school attendance will be 79%, a 1.3% increase from the 2009-2010 school year average of 77.8%.</p> <p>Measurable Objectives</p> <ul style="list-style-type: none"> • Student attendance will consistently be above 80% from September-December. • Students who attend the RAMAPO retreats will maintain an attendance rate above 80%.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> 1. Creation of an Attendance Committee to monitor student attendance trends, consisting of Good Shepherd Services (GSS) Assistant Program Director, Assistant Principal, Attendance Teacher, and Guidance Counselor. 2. Continued attendance outreach, including home visits, by GSS Advocate Counselors to students and families. Advocate Counselor caseloads consist of no more than 28 students. 3. Youth Leadership Board (YLB) Advisor coordinates student trips to RAMAPO Outdoor Leadership Training for Community & Character Building. 3 trips to RAMAPO Outdoor Leadership Program of 30 students (and 6 staff members) each. 4. Student Attendance Incentives (Movie Trips, Museum Trips, Sports Tickets, Barnes & Nobles Gift Cards, Ipods, etc) \$8,000/yr (General Hold Harmless Funds) 5. Public Displays of student attendance by Advocate Counselor Group.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ol style="list-style-type: none"> 1. Youth Leadership Board (YLB) Advisor coordinates student trips to RAMAPO Outdoor Leadership Training for Community & Character Building. \$8,000/yr in Per Session (Fair Student Funding) 2. 3 trips to RAMAPO Outdoor Leadership Program of 30 students (and 6 staff members) each. \$20,000/yr (Title I funds) 3. Student Attendance Incentives (Movie Trips, Museum Trips, Sports Tickets, Barnes & Nobles Gift Cards, Ipods, etc) \$8,000/yr (General Hold Harmless Funds) 4. Support by Good Shepherd Services for Attendance Outreach and Support. \$100,000 (Title I funds) 5. Funding Manhattan New Music Project & Urban Word for Elective Courses \$50,000/yr (Title I funds)

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. Weekly attendance rates; Attendance Committee reviews attendance on a monthly basis, with a breakdown by week and by benchmark. 2. Monitoring students with 65-80% attendance; developing specific interventions for that group. 3. Increase vigilance on patterns of students cutting; including teachers in intervention strategies to address cutting. 4. Student Surveys at the end of each cycle about the school community, its culture, and their own participation in community events. 5. Increase the number of extracurricular activities students can participate in; trips, etc. 6. Continuing and expanding current elective offerings; to add: photography and additional theater courses. 7. Monthly forum for the Youth Leadership Board and administration to communicate.
<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><u>Goal 3:</u> Develop Powerschools into a comprehensive data system that will support advocate counselors, teachers, students, and families in understanding student academic and social progress.</p> <p>Measurable Objectives:</p> <ul style="list-style-type: none"> • By December 2010, a pilot group of teachers will begin turnkey professional development in assessing students according to the Conley metrics on College & Career Readiness and how to perform data entry into Powerschools. • By December 2010, 50% students will have a clear understanding of how to utilize Powerschools to view their own data. • By March 2011, 50% of families will have been scheduled for a meeting to practice using Powerschools to view their son/daughter’s academic progress in Powerschools. • By May 2011, 100% of teachers and advocate counselors will be utilizing a minimum of <u>1</u> Conley Metric around College & career Readiness to assess students on a monthly basis. • By May 2011, 100% of students will have had an opportunity to practice and utilize Powerschools to access their individual achievement data.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> 1. Group of 3-5 teachers and advocate counselors will pilot using Powerschools to track student progress along the Conley metrics on a monthly basis. During monthly debrief meetings, pilot group will discuss challenges, benefits, and learnings from this process. \$5000/yr. Per Session (FSF) 2. Narrow down the Conley metrics and determine which are most appropriate for specific subject areas, create rubrics for standards, and collect exemplars. 3. Monthly shareout of this information at Professional Development meetings. 4. Establish practices around using data for Parent Association meetings and Open School Night/Afternoon. 5. Utilizing Open School and PTA meetings to train families in how to use Powerschools as a tool for supporting their son/daughter and keep informed of their progress.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ol style="list-style-type: none"> 1. Pilot group of teachers utilizing the Conley metrics to track student progress along College & Career Readiness standards. \$2,500/yr in Per Session (FSF) 2. Facilitating meetings with families around use of Powerschools. \$1,000/yr in Per Session (Title I) 3. Continuous Powerschools training for teachers and advocate counselors. \$5,000/yr in Per Session 4. Maintenance and updates for Powerschools database \$4000/yr (TL One Time Allocation Funds)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. Focus Group with Conley Pilot Group to determine challenges and successes of pilot. 2. By December 2010 and May 2011 student surveys indicate that 25% (and 50%) of students, respectively, have a clear understanding of where they stand in the Conley College & Career Readiness Metrics. 3. By May 2011, a focus group will indicate that students involved in the Pilot group of teachers are able to clearly articulate the areas they are challenged by and are successful in with relation to College & Career Readiness. 4. By May 2011, 25% of parents surveyed will indicate satisfaction with Powerschools as an informative tool.
<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><u>Goal 4:</u> Increase student achievement on Regents exams as related to achieving post-secondary success standards for CUNY schools.</p> <p>Measurable Objectives:</p> <ul style="list-style-type: none"> • Increase by 5% the number of students who attain a 65% or above on the Math and ELA Regents exams. In January 2010, the percentage of students who achieved a 65% or above in ELA was 70%. In June 2010, the percentage of students who achieved a 65% or above in ELA was 82% and in Math 57%. For 2010-2011, we will achieve 87% in ELA and 62% in Math. • Increase by 3% the number of students who attain a 75% or above on Math and ELA Regents exams. In 2009-2010, the percentage of students who achieved a 75% or above in ELA was 46.1%, in Math 21%. For 2010-2011, we will achieve 49% in ELA and 24% in Math.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> 1. Utilize monthly Teacher Professional Development & Staff Meetings to look at data and collaborate in establishing Post Secondary Readiness Standards. 2. Continue use of Conley metrics as assessment measures. 3. Continue partnership with At Home In College to effectively provide CUNY Exam preparation to our students through our Transitional College Math & English classes, as well as our College Transitional Course. 4. Data Specialist will support departments in utilizing New Visions item analysis tools in order to input data from June 2010, August 2010, and January 2011 Regents results to determine patterns and support action planning throughout the year. 5. Utilize Case Conferencing as a vehicle for Advocate Counselors, teachers, administrators, College & Career office to discuss specific skills goals for students as well as intervention strategies and action plans. 6. Develop partnerships with CUNY schools, i.e. Kingsborough Community College for Summer

	<p>Programs such as President's Prep and Saturday Programs for College Credit.</p> <ol style="list-style-type: none"> 7. Integrate data on alumni and college-related statistics. 8. Continue to alleviate teachers during the Elective period in order to allow for teachers to meet and collaborative on curricula within and across subject areas, data collection & analysis, as well as lesson modeling and reflection. This entails hiring several teaching artists. (positions outlined in Goal 2- \$50,000/yr) 9. Collect, record, and analyze classroom observation data using NVPS Classroom Walkthrough Tool as well as West Brooklyn Observation Protocol. 10. Using Periodic Assessment data to both create targeted interventions as well schoolwide instructional shifts through professional development. 11. Utilize Periodic Assessment data (Acuity) to help establish baseline information on students and develop instructional goals for students not meeting grade level criteria. <ul style="list-style-type: none"> • Assessments will be administered to all students in October, February, and May in order to assess student growth and identify necessary academic interventions. • Student taking the ELA & Math Regents Exams in January 2011 will be given the Predictive Regents Year Comprehensive Exams in ELA & Math in November 2010 to identify areas of urgent need for preparation for Jan. exam. • Students taking ELA & Math Regents Exams in June 2011 will be given the Predictive Regents Year Comprehensive Exams in ELA & Math in April 2011 to identify areas of urgent need for preparation for Jan. exam
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ol style="list-style-type: none"> 1. Data Specialist role, \$2500/yr in Per Session (School Inquiry Team Funds) 2. Monthly Professional Development Meetings for 20 staff members \$14000/yr in Per Session
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. Department specific surveys will demonstrate clarity and use of data to better understand student needs and performance. 2. End of cycle data from Powerschools reports (attendance, class passing rates, and Formal Assessment scores) 3. January 2010 Check in after Regents week to assess progress towards schoolwide and department year-long goals. 4. Classroom Walkthrough Data Snapshots 5. ARIS & HSST Reports 6. ACUITY Reports that outline student-specific skill and content knowledge to create targeted instructional goals. 7. Creation of an Alumni Survey to determine level of preparedness for post secondary opportunities to be administered in the Fall of 2010.

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><u>Goal 5:</u> Increase academic expectations and achievement for students with IEP’s in order to more effectively prepare them for post secondary opportunities. Measurable Objective:</p> <ul style="list-style-type: none"> • Increase by 2% the number of students with IEPs who attain a 65% or above on Math and ELA Regents exams. In June 2010 50% of the Students with an IEP scored a 65 or above on the ELA regents and 75% scored a 65 or above on the Integrated Algebra Regents. • Increase by 2% the number of students with IEPs who earn a Regents diploma. In the 2009-2010 academic year no graduating student with an IEP earned a Regents diploma.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. Utilize monthly Teacher Professional Development & Staff Meetings to look at data, and develop action plans for specific classes and Community Leader groups. The Special Education coordinator would lead this effort. 2. Collect, record, and analyze classroom observation data using NVPS Classroom Walkthrough Tool as well as West Brooklyn Observation Protocol. 3. Using Periodic Assessment data to both create targeted interventions as well schoolwide instructional shifts through professional development.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ol style="list-style-type: none"> 1. After-school Professional Development workshops for all teacher funded through TL One Time Allocation
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> 1. Department specific surveys will demonstrate clarity and use of data to better understand student needs and performance. 2. End of cycle data from Powerschools reports (attendance, class passing rates, and Formal Assessment scores) 3. January 2010 Check in after Regents week to assess progress towards schoolwide and department year-long goals. 4. Classroom Walkthrough Data Snapshots 5. ARIS & HSST Reports 6. ACUITY Reports that outline student-specific skill and content knowledge to create targeted instructional goals.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10	100	125	100	125	189	n/a	n/a	10
11	25	40	20	14	21	n/a	n/a	5
12	5	6	5	5	6	n/a	n/a	3

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Subject Area tutoring is available during various mornings and on Thursdays between 3 and 3:45. Additionally, we have added small group instruction to students who have demonstrated literacy challenges through our in-house and periodic assessments. All students at West Brooklyn Community High School have been unsuccessful on one or more Regents exams upon entry. During the school day, all students are placed in small classes (average class size=18). The small class environment is particularly helpful in allowing teachers to give students individualized attention and academic support. We have also added an ESL teacher to our staff, allowing for those students who need additional language support to receive it on a daily basis.
Mathematics:	Subject Area tutoring is available during various mornings and on Thursdays between 3 and 3:45. Additionally, we have added small group instruction to students who have demonstrated numeracy challenges through our in-house and periodic assessments. All students at West Brooklyn Community High School have been unsuccessful on one or more Regents exams upon entry. During the school day, all students are placed in small classes (average class size=18). The small class environment is particularly helpful in allowing teachers to give students individualized attention and academic support. In our math department, we have a team teaching structure for the Integrated Algebra Regents tracked classes that surpass 20 students.
Science:	Subject Area tutoring is available during various mornings and on Thursdays between 3 and 3:45. All students at West Brooklyn Community High School have been unsuccessful on one or more Regents exams upon entry. During the school day, all students are placed in small classes (average class size=18). The small class environment is particularly helpful in allowing teachers to give students individualized attention and academic support. We have also ensured that students take their lab class during the cycle which they are taking their Living Environment Regents in order to better support their content learning.
Social Studies:	Subject Area tutoring is available during various mornings and on Thursdays between 3 and 3:45. All students at West Brooklyn Community High School have been unsuccessful on one or more Regents exams upon entry. During the school day, all students are placed in small classes (average class size=18). The small class environment is particularly helpful in allowing teachers to give students individualized attention and academic support. Our Global 1 and Global 4 classes are smallest, providing teachers an opportunity to effectively assess students upon beginning their Global History sequence, as well as ensure that in Global History 4 they receive appropriate support and feedback on their writing.

At-risk Services Provided by the Guidance Counselor:	The Guidance Counselor works in conjunction with our Good Shepherd Services staff to ensure that students are receiving one-on-one counseling to address individual academic needs. During the school day, the guidance counselor meets with students individually to discuss post-secondary planning and ensure that students are properly informed of all opportunities available to them.
At-risk Services Provided by the School Psychologist:	Our school psychologist is one that is provided and shared through our CFN. Any students needing referrals for outside psychological services meet with our Good Shepherd Services staff and are provided the necessary information.
At-risk Services Provided by the Social Worker:	Our Good Shepherd Services Program Director and Assistant Program Director along with several of our Advocate Counselors are licensed Social Workers. We do not provide specific counseling services here outside of those related to student academic support; any needs that extend beyond that are dealt with through appropriate referrals.
At-risk Health-related Services:	Through our relationship with Maimonedes Hospital and Lutheran Medical Center we refer students with specific health-related needs. Additionally, we have worked with the Ryan-Nena Community Health Center to scheduled a Health Van to visit the school where students are tested for HIV and other STI's, and receive sexual health counseling with their appointment.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) 10- 12 Number of Students to be Served: 8 LEP Non-LEP

Number of Teachers 1 Other Staff (Specify) Advocate Counselor

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

I. During the 2010-2011 school year we serve 8 students with English Language needs. In order to meet these student's needs we offer a language intensive course taught by a ELA educator who is earning her ESL/ELL certification. The majority of subject area teachers received additional literacy training through OELL and QTEL in order to work more effectively in meeting the student's needs. Additionally, the ELA teacher uses our weekly conferencing schedule to meet with counselors and teachers about these students' progress. It is also expected that the staff receive monthly or quarterly updates regarding our ELLs and their progress.

The identification of students occurs prior to coming to the school. West Brooklyn is a transfer school; serving students who have been previously enrolled in high school, but for various reasons are unsuccessful. These students choose to come to West Brooklyn to pursue their high school diploma. All students have been previously enrolled in the 9th grade and for some; specific learning needs have been identified. None of the students are newly arrived immigrants; they are required to take a Reading Diagnostic in order to determine their reading comprehension and vocabulary level. Students who enter with an ELL designation are placed in Literacy Support classes, identified to the teaching staff, and provided with Pull Out Services where necessary.

Students are tested in accordance with regulations for the NYSESLAT. The LAB-R is not administered here as it is not applicable. During the admissions process to the school, the family is interviewed and the instructional program is made clear to the parents. Parents engage in a conversation with Good Shepherd Services staff about what supports will best serve their child and what options West Brooklyn can provide.

Gloria Rosario, Assistant Principal, supervises the ESL program services in the school and ensures that student's needs are consistently met. Our curricula across all content areas include materials and readings that engage students at different levels. We focus on providing a learning environment that incorporates visual components at all times, ensuring that vocabulary is provided in a context. Technology is a growing component of our instructional program; laptop use is encouraged for students who have challenges with reading and writing; including students with ELL needs. We currently run a Comic Book creation course specifically geared towards students with literacy needs and ELL needs. This course has been successful at promoting both content area and literacy skills. We also offer Regents Prep twice a week after school and encourage all of our students to attend, especially those who need more one-on-one time to understand the content and work to their potential. We meet with groups of students prior to the Regents administration period to encourage them to sign up for a specific regents prep time.

All student admissions interviews, parent meetings, Open School information, and other events involving parents include translations in Spanish and Chinese. These services are provided by staff that is fluent in these languages. We are continuing to research ways to have all materials and meetings translated to Chinese and Arabic.

A. Curricular: Although our current ESL teacher is not certified yet, they are taking the appropriate steps to be certified by the end of the year through coursework in Touro. As a learning community we are committed to ensuring that our students with language needs are able to receive the necessary support. As a result, we have engaged in QTEL training within our English and Social Studies department. Additionally the principal and assistant principal have engaged in ELL trainings through the Office of English Language Services. All of our coursework is based on teaching students Learning Strategies which can be applied across all content areas. These include questioning, visualization, making connections, etc. Teachers in all subject areas are trained to apply these as learning tools in order to facilitate student access to information. The use of Bloom's Taxonomy to build student critical thinking skills is another key component to our curricula. Through consistent assessments, teachers are able to identify student skill levels and create plans of action to address student learning needs and help scaffold skills.

West Brooklyn Community High School is a transfer school serving students between the ages 16-20 who have chosen to reengage in high school after having previously dropped out of school or become excessively truant. Our school serves students within a specific catchment area including, Sunset Park, Borough Park, Flatbush, Kensington, Bay Ridge, and parts of Bensonhurst. Our school is modeled after South Brooklyn Community High School, and was opened in September 2006 as a partnership between the Department of Education and Good Shepherd Services. Leadership is shared by the DOE Principal and the GSS Program Director. The following are features specific to our school:

- **Small class size:** Most classes are between 15 and 20 students, with 25 as the maximum class size.
- **Instructional Approach:** Our approach includes a rigorous academic program; focusing on the use of Bloom's Taxonomy as a teaching and assessment tool; the teaching of Learning Strategies for skills development, and the use of the Workshop Model for lesson development.
- **Accelerated Credit Accumulation:** A 3-cycle structure (with the possibility of summer school) from Sept-December, December-March, and March-June creates opportunity for students to earn a minimum of 15-18 credits per year.
Structured Academic/Graduation Plan: Students are expected to complete remaining credits (44 total) and 5 regents within 18-24 months. Due to our intake of 23 students with 0-6 credits, that time period has been extended for them to 18-36 months.

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.

The following activities are available to students after school: Tutoring in all subject areas, Senior Committee, the Youth Leadership Board and our Learning to Work Internship Program. Our ELL students all participate in the Learning to Work program.

- **Learning to Work (LTW) Program:** Operated by Good Shepherd Services, our Internship Coordinator establishes appropriate work sites, facilitates internships, teaches job readiness and employability skills, and follows student skill development at the site. Students are identified for these internships, and the Youth Internship Coordinator helps students develop the skills necessary to be successful in various positions.

II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

The family-school relationship is critical to the success of our school model. Families are involved in the student's experience at West Brooklyn from the onset. They participate in the interview process and are made aware of the school's structures, resources available to them, and the type of school structure and services we provide. Parents/families are contacted if students are not in school and home visits are conducted if contact is not established with the student and family within two school days. At the end of each cycle (every 3 months) we host an Honor Roll Breakfast or Luncheon, providing us the opportunity to celebrate student success with families. Additionally, during ever PTA meetings we provide translation for Spanish-speaking parents who attend. Parent interviews conducted prior to students starting include Chinese (Cantonese), Spanish, and Haitian Creole.

III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

During our new student orientation, we provide students with the opportunity to get to know each other (new and returning) as well as begin to establish relationships with staff. It creates an environment where students feel connected to each other through a common experience and begins to break down barriers to developing positive relationships. All students new to West Brooklyn are required to take English 3 and 4 which are foundation courses in strategies for reading and writing. Students use a class novel that is accessible to all levels, and engage

in meaningful activities that allow for students to develop strategies for approaching texts in all subject areas and express themselves in written form.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

IV. Staff Development (2010-2011 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

In the past, QTEL trainings have played a significant role in our instructional program. Since New York trainings aren’t being offered as often as in the past we have encouraged our staff to attend other programs sponsored by OELL. These programs have allowed us to continue to focus on literacy and adequately scaffolding student learning. We plan to continue to attend these sessions, which are also available for school leadership. These workshops provide us with resources which are not only helpful in supporting ELLs but all students. A large part of our population comes in with 6th or 7th grade reading levels, and the strategies that are taught in these workshops are highly effective in working with native English speakers who still have not acquired the necessary language skills to be successful academically. Overall, our professional development program focuses on effectively developing Reading Strategies, building Critical Thinking Skills, and ensuring that teaching is Differentiated and meeting the needs of all students. The Assistant Principal ensures that all events are prepared with attention paid to appropriate language translations available for parents.

Section III. Title III Budget

School: 15K529 BEDS Code: 331500011529

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$10,000	200 Hours of Per Session for QTEL Institutes and Language Conferences
Purchased services - High quality staff and curriculum development contracts.	See above	
Supplies and materials	\$2500	Native Language (subject-specific) texts, subject area instructional

<ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. 		materials (maps, manipulatives)
Educational Software (Object Code 199)	\$600	1 Rosetta Stone language development software packages for after school program
Travel	\$13,100	
Other		
TOTAL	\$13,100	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Parents receive a school learning environment survey each year where they express their opinions regarding the school's programs, parent involvement and outreach. Additionally, every student has an advocate counselor who is the daily contact for the parent. Three of the seven counselors are fluent in English and Spanish. A key part to our data collection is through one-on-one conversations between the counselor and the parent. Parents and counselors often talk every day, and parents can request meetings with the counselor or a teacher throughout the academic year. From these conversations, the counselor relays the information to the leadership team, which makes adjustments to the structures in place. Counselors of families who speak other languages ensure that mailings and information sent home are translated. Parents also receive end of year evaluations from the Parent Association. Data gathered through the Parent Association evaluation goes on to inform the structure of the association in addition to the opportunities parents have throughout the year to be involved with West Brooklyn.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Several key findings have been determined: the need for translation for one-on-one meetings throughout the year and the need for all materials to be translated. These findings have been disseminated to the staff in staff meetings, through emails and in small group discussions regarding specific cases. In one-on-one meetings with students, the counselor and leadership team will ensure that the student's family will be able to fully participate. If an in-house translator cannot be found, then the Translation and Interpretation Unit will be used. A goal for this year is to get all documents that will be mailed home translated into Spanish, Arabic and Chinese. The assistant principal is overseeing this process and using the Translation and Interpretation Unit as a resource for the documents that cannot be translated by a staff member.

Part B: Strategies and Activities

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

The timely provision of translated documents will be monitored by the assistant principal and will be incorporate into the school calendar. Since the academic year is broken up into trimesters, at the beginning of each cycle, teachers, counselors and administrative staff will have the opportunity to submit any letters or documents they'd like to have translated into another language.

The current process of gathering data by the counselors through individual family conferences will continue in order to determine what language information should be sent home. Documents that need to be translated into a language other then Spanish or Mandarin, will be sent to the Translation and Interpretation Unit in August.

Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers. We have also had West Brooklyn alumni and other family volunteers attend our school functions and serve as translators.

Oral interpretation for Spanish and Chinese will be provided by staff members. To offer translation services to families in other languages, the Translation and Interpretation Unit will be used as a resource. As previously stated, translators will be secured in a timely manner for large events, such as Open School events as well as for individual family meetings.

2. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Students who are admitted to West Brooklyn were already enrolled in a NYC DOE school; therefore the language of preference has already been determined and recorded in ATS. However, to ensure that the family's preference is met, counselors record the preference in the family interview during the intake process. That information will be also be included in the student's emergency card. Therefore, before the student is officially enrolled in West Brooklyn, they are interviewed along with their parents and preference recorded. This information is imported into the online database, Powerschools, that the entire school staff has access to.

The relationship between the family and the counselor is very important to our community; it is through that relationship that the parent can feel connected to the school. Signage around the school alerts families to the resources available to them in the Translation and Interpretation Unit. These resources will be made available to students in their handbook.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	130,728	20,750	151,478
2. Enter the anticipated 1% set-aside for Parent Involvement:	1,307	208	1,515
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	6,536	*	
4. Enter the anticipated 10% set-aside for Professional Development:	50,000	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

WB PARENT INVOLVEMENT POLICY

West Brooklyn Community High School works closely with parents and families to maximize engagement and participation in student success. Our partnership with Good Shepherd Services facilitates the development of strong relationships with families where they are supported in their role as partners in student success.

WB SCHOOL PARENT COMPACT

Dear Parents and Families,

West Brooklyn Community High School (WBCHS) is committed to providing a high-quality learning environment that welcomes students and facilitates the development of skills to prepare them for post-secondary opportunities. This document outlines what our responsibilities are as a school, as well as how parents and families can support their children and our community:

West Brooklyn Community High School will:

1. Provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:
 - ✓ Small class size; with a limit of 25 students per class (Average class size is 18)
 - ✓ A focus on integrating the development of critical thinking skills across all subject areas
 - ✓ Teaching students learning and reading strategies to support learning in all subjects
 - ✓ Formal assessments every two weeks which evaluate both content and skills
2. Hold parent-teacher conferences during which this agreement will be discussed in relation to your child’s achievement.

- ✓ Parent teacher conferences are held 3 times a year. (October, February, May)
- 3. Provide parents with frequent reports on their children’s progress.
 - ✓ Students receive biweekly progress reports; these outline grades in all classes and areas in need of improvement
 - ✓ Parents are contacted when students are late or absent. Home visits are completed when contact has not been made for 2 school days.
- 4. Provide parents reasonable access to staff.
 - ✓ Every students has an Advocate Counselor who is responsible for maintaining consistent communication with the family. Families can contact the counselor at any point or set up an appointment.
- 5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities.
 - ✓ Parents are active in the Parent Association, Events honoring students, as well as being a consistent partner to the school in relation to students.
 - ✓ Parents and families are invited to classroom exhibitions at the end of the cycle where students demonstrate what they’ve learned in various courses.

West Brooklyn Parents & Families commit to:

We, as parents, will support our children’s learning in the following ways:

- ✓ Maintain communication with my son/daughter’s advocate counselor
- ✓ Engage in conversations with my son/daughter regarding attendance
- ✓ Participate when possible in the Parents’ Association
- ✓ Supporting my son/daughter in participating in positive afterschool and weekend activities
- ✓ Attending all Open School Conferences
- ✓ Attending Honor Roll events when my son/daughter is being honored
- ✓ Hold my son/daughter accountable for their responsibilities at home and in school

School	Parent(s)	Student
Date	Date	Date

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

**Please see Section IV, V, VI and Appendix 3 for Schoolwide Program (SWP) Required Components*
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
 4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
 5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 6. Strategies to increase parental involvement through means such as family literacy services.
 7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
 8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
 10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to

coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			109,812	✓	13-14, 28-29
Title I, Part A (ARRA)	Federal	✓			20,543	✓	15-16, 28-29
Title II, Part A	Federal			✓			
Title III, Part A	Federal			✓			
Title IV	Federal			✓			
IDEA	Federal			✓			
Tax Levy	Local	✓			1,304,769	✓	13-14, 15-16, 25-26

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS – N/A

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2. Please describe the services you are planning to provide to the STH population.
Through our partnership with Good Shepherd Services, students work with Advocate Counselor who meets with them biweekly and on an as-needed basis. Students are also given necessary referrals for housing, medical care, and other services. Additionally, students are provided with Learning to Work internships as a way to develop career readiness skills for post-secondary opportunities.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	West Brooklyn Community High School						
District:	15	DBN:	15K529	School		331500011529	

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9		Ungraded	
	2		6		10	v		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0				NR
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	0	0	0				
Grade 10	175	151	182				
Grade 11	19	39	21				
Grade 12	9	9	6				
Ungraded	0	0	0				
Total	203	199	209				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	81.4	57.1	71.2

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	81.7	66.5	58.6

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	3	4	1

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	0	2	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	2	0	4
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	1	0	2
Number all others	4	11	19				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	11	16	19
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	4	4	4
# receiving ESL services only	3	5	TBD	Number of Educational Paraprofessionals	0	0	0
# ELLs with IEPs	0	0	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	65	81	156	% fully licensed & permanently assigned to this school	100.0	100.0	93.8
				% more than 2 years teaching in this school	0.0	37.5	36.8
				% more than 5 years teaching anywhere	18.2	12.5	15.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	64.0	69.0	79.0
American Indian or Alaska Native	0.5	0.5	0.0	% core classes taught by "highly qualified" teachers	86.7	89.4	80.4
Black or African American	22.2	14.6	9.6				
Hispanic or Latino	52.7	59.8	64.1				
Asian or Native Hawaiian/Other Pacific	5.9	9.5	11.5				
White	18.2	15.6	14.8				
Male	50.7	58.3	63.2				
Female	49.3	41.7	36.8				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category		
	In Good	v	Basic	Focused	Comprehensive
	Improvement Year 1				
	Improvement Year 2				
	Corrective Action (CA) – Year				
	Corrective Action (CA) – Year				
	Restructuring Year 1				
	Restructuring Year 2				
	Restructuring Advanced				

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	v
Math:		Math:	v
Science:		Graduation Rate:	v

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	v	v	31
Ethnicity							

American Indian or Alaska Native				-	-	
Black or African American				-	-	-
Hispanic or Latino				v	v	
Asian or Native Hawaiian/Other Pacific Islander				-	-	-
White				-	-	-
Multiracial				-	-	
Students with Disabilities				-	-	-
Limited English Proficient				-	-	
Economically Disadvantaged				v	v	
Student groups making				3	3	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	A	Overall Evaluation:	NR
Overall Score:	70.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	13.3	Quality Statement 2: Plan and Set Goals	
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	16	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	40.1		
<i>(Comprises 60% of the</i>			
Additional Credit:	1.5		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster New Visions CFN 5	District 15	School Number 529	School Name West Brooklyn C.H.S
Principal Liliana Polo		Assistant Principal Gloria Rosario	
Coach		Coach	
Teacher/Subject Area Elizabeth Koster, English/ESL		Guidance Counselor Renita Ojada	
Teacher/Subject Area Nicole Defino, English		Parent Maria Andujar	
Teacher/Subject Area		Parent Coordinator Mercedes Cepdeda- Lorenzo	
Related Service Provider		Other	
Network Leader Derek Smith		Other	

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	0	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	1

C. School Demographics

Total Number of Students in School	200	Total Number of ELLs	11	ELLs as Share of Total Student Population (%)	5.50%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

ELL Identification Process

- Students transfer to West Brooklyn Community High School from high schools where they have already been enrolled in the 9th grade. Students come to West Brooklyn in their 2, 3rd, 4th, or sometimes 5th year of high school. They are already identified as ELLs. When we receive a student who we think was not identified at their previous school we do administer reading and writing diagnostics to identify their levels. However, we are not required to administer the Lab-R to qualify students for ELL services.
- We only have a Self-Contained TBE program at this point; therefore we cannot provide parents with choices about which program to offer students.
- Please see response to Question 2.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	7	0	0	7
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	7	0	0	7

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	7	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	1
SIFE	1	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	5

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	2	0	0	5	0	1	7
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	2	0	0	5	0	1	7

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	0	5	1	0	6
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other <u>0</u>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	6	1	0	7									

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish	0	0																	0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

Programming & Scheduling Information

1 & 2: Instructional is delivered in a small self-contained Language Intensive class. Due to the nature of our school, instruction is delivered in an ungraded and heterogeneous environment. Students receive daily ESL instruction where they develop verbal and written language skills. Content area teachers are also provided with professional development to support diverse learners in their classes.

3. The workshop model is the basic approach to the ESL course. Students are engaged in individual and small group work where they can learn to both interact with peers and demonstrate their individual learning. Extensive modeling of reading comprehension and writing is used to ensure student understanding.

4. We are currently only running one class, due to the small number of students at the school. As students demonstrate more fluency with the language, the level of rigor and difficulty in the content does increase in order to provide students with the necessary challenges to facilitate learning and growth.

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

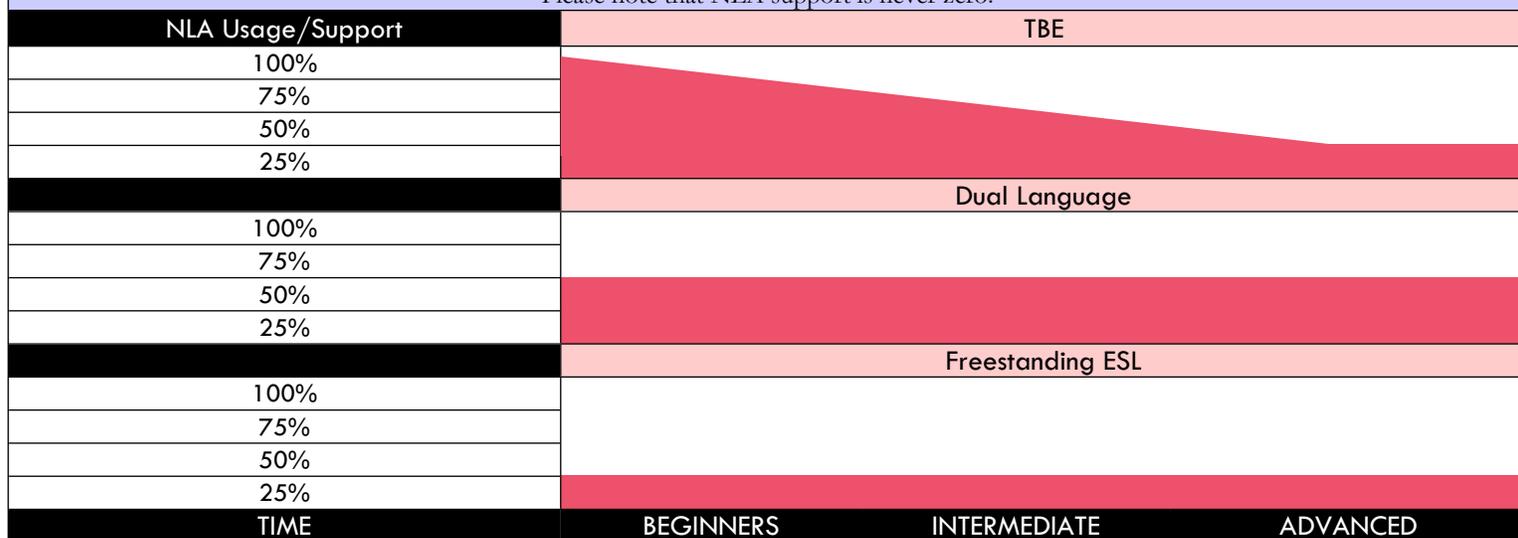
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

5. To address student needs across content areas, our ESL teacher confers with subject area teachers during a weekly case conferencing time. During this time, student updates are given, including assessment results and important observations about their academic needs.

Additionally, our professional development program for all teachers is centered on using Learning Strategies to approach instruction. This is helpful in getting teachers to use visualization and other strategies that are essential for English Language Learners in accessing content.

6. To support students in reaching proficiency, we ensure that students are developing language skills (verbal and written) across all classes. The more practice and engagement students have with these areas, the more successful they will be.

7. For the upcoming school year, we will continue monthly professional development workshops conducted by the Instructional Support Specialist. The ISS has undergone QTEL training and have co-created a resource manual with lessons and strategies for teachers to use across subject areas.

8. Currently no services will be discontinued.

9. After school we have academic support available to students, including Regents tutoring and homework help.

10. We are committed to using technology, visual aids, maps, word walls, and other manipulatives that support English Language Learners.

11. We currently do not have a structure to support native language development other than our Foreign Language classes.

12. All services provided are age and level appropriate for students.

13. A student orientation allows for students to interact with the community, have one-on-one conversations with staff and administrators. Students are also given student handbooks and student planners which are reviewed as a group. Additionally, each student is assigned to a counselor group which fosters a close knit relationship with one primary person and their community leader group. We also ensure that there is support for the family should the home language not be English.

14. Spanish is offered as the foreign language elective.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

Not Applicable

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

Professional Development and Support for School Staff

1. There is an intense focus on professional development at the school. Our school has consistently participated in the QTEL training provided by the NYC Department of Education. Our teachers use strategies and structures that support the development of verbal and written language. Our professional development program most often focuses on the scaffolding necessary for students to effectively write across content areas and defend their ideas in a cohesive and coherent manner.
2. Our students transfer from other high schools as they have already been enrolled in the 9th grade. They are coming from already existing ESL programs.
3. The monthly professional development program offers strategies and support for ELL instruction. Additionally, feedback during administrative and peer observations often focuses on the use of strategies that support scaffolding student learning.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

Parental Involvement

1. Our parent involvement is high; including the parents of ELLs. Because we provide translation services at our events, including PTA meetings, Open School Night, etc., often that is not a barrier to participation in these events. Additionally, parents contact one person to find out how their child is doing, they do not need to be in contact 7 different people.
2. West Brooklyn is partnered with Good Shepherd Services. GSS employs a team of counselors, many of whom are bilingual. Their familiarity and knowledge of our instructional program supports their work with individual families. They are able to share student progress, update families on changes, and address academic needs effectively.
3. We have used surveys, personalized phone calls, and face to face meetings to determine parent needs. At the time a student is admitted to the school, there is a family meeting to establish a relationship and create the space for communication with families.
4. We focus our PTA and other family activities on what it is that our families state as needs. For example, we just completed a meeting where we invited a local legal organization to speak about immigration issues and how that impacts high school graduates that may be undocumented. Additionally, families often want clarification around graduation requirements and such, which we will continue to provide at our monthly gatherings.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0	0	0	0	0	0	0	0	0	0	0	0	0
	I	0	0	0	0	0	0	0	0	0	0	2	0	0
	A	0	0	0	0	0	0	0	0	0	0	2	1	0
	P	0	0	0	0	0	0	0	0	0	0	3	1	0
READING/ WRITING	B	0	0	0	0	0	0	0	0	0	0	0	0	0
	I	0	0	0	0	0	0	0	0	0	0	2	0	0
	A	0	0	0	0	0	0	0	0	0	0	2	1	0
	P	0	0	0	0	0	0	0	0	0	0	3	1	0

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

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	2	0	1	0
Physics				
Global History and Geography	2	0	2	0
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?

ELLs continue to perform at a high level the longer they are enrolled in our program. As a result of our intensive academic program our ELLs start off with many needs and continue to develop and grow as our ESL/ELA program supports their growth.

2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? Due to our small program size our ESL/ELA teachers are able to make specific pedagogical choices on what our students needs. Our curriculum has significant opportunity for students to read, write, listen and speak. Our students read daily through our independent reading program and each day’s lesson offers students several opportunities to write—in response to readings, teacher’s prompts and formal assessments. As a way to prepare for the NYSESLAT and ELA Regents students practice listening and note-taking daily. Our program has a strong emphasis on developing student voice which entails having students talk to their peers and present information often.

3. For ESL:

a. Examine student results. What the patters across proficiencies and grades? How are ELLS faring in test taken in English as compared to Native Language?

Our students do consistently well in tests taken in English. We do not offer exams or assessment in the student’s native language due our student’s ability level. All our students are at least at the intermediate level and able to perform highly in English.

b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments:

This was our first year using the ELL Periodic Assessment, the results were mailed to the appropriate centers however, and we never received the results. We look forward to using this tool next year in order to better inform our program.

c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

Native language is formally used in developing lessons; however students can read books in their native language as their independent reading book. Our ELLs perform as well, or better, as other subgroups on our periodic assessment.

4. Describe how you evaluate the success of your program for ELLs:

We evaluate our ELLs as we evaluate all our students: through credit accumulation, regent scores, benchmark grades and attendance data. We expect all our students to earn their high school diploma by their target date and to graduate with a well-developed post-secondary plan.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		