



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME:** WEST BROOKLYN COMMUNITY HIGH SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 15K529

**PRINCIPAL:** GLORIA ROSARIO, I.A. **EMAIL:** GROSARIO2@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** AIMEE HOROWITZ

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Gloria Rosario	*Principal or Designee	
Frank Esposito	*UFT Chapter Leader or Designee	
Maria Andujar	*PA/PTA President or Designated Co-President	
Christina LaVeglia	DC 37 Representative, if applicable	
Robert Torres Rosalie Batista	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Steven Marcus	CBO Representative, if applicable	
Maggie Rabassa	Member/Parent Association	
Wanda Chan	Member/Parent Association	
	Member/	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

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

By June 2012, school attendance will be 75%, a 3% increase from the 2010-2011 school year average of 72%.

### **Comprehensive needs assessment**

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

We are a school for over-aged, under-credited students with a history of truancy. Attendance is a key factor in our work with our young people. The need that generated this goal is our low attendance, last year we ended with YTD of 72%. For students to accumulate as many credits as they are scheduled for, they need to be in attendance for all of their classes in order to do so. In our 2010-2011 Progress Report identified that we have a "C" in student progress; in order to address this area of concern we will focus on credit accumulation. Students are not passing as many classes as they could because of their attendance.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Strategies/ Activities:**

- Continuation of Attendance Committee to monitor student attendance trends, consisting of Good Shepherd Services (GSS) Assistant Program Director, Assistant Principal, Attendance Teacher, Data Specialist, and Guidance Counselor.
- Continued attendance outreach, including home visits, by GSS Advocate Counselors to students and families. Advocate Counselor caseloads consist of no more than 28 students.
- Youth Leadership Board (YLB) Advisor coordinates student trips to RAMAPO Outdoor Leadership Training for Community & Character Building. 2 trips to RAMAPO Outdoor Leadership Program of 30 students (and 6 staff members) each.
- Attendance Incentive trip generated by the students at monthly Community Gatherings for students with 90% attendance and Most Improved Students
- Student Attendance Incentives (Movie Trips, Museum Trips, Sports Tickets, Barnes & Nobles Gift Cards, iPods, etc) \$8,000/yr (General Hold Harmless Funds)
- Public Displays of student attendance by Advocate Counselor Group.
- Professional Development for Advocate Counselors to support their work with monitoring students with 65-80% attendance; and developing specific interventions for that group.
- Family and Staff Community Meetings, once a cycle, to involve parents in the larger conversation about student attendance and for parents to share successful strategies with each other. Community Meetings are organized and facilitated by the Principal and Assistant Director and is an extension of monthly Parent Association meetings.

- Intake & Orientation – New students participate in two separate days of Intake meetings with their Advocate Counselor (AC), prior to becoming enrolled at West Brooklyn. The first day is the Student Interview and the second day is the Family Interview. During both meetings, the AC explains the structure and opportunities at West Brooklyn, as well as our expectations for attendance and academics. The Student Commitment Letter is explained and discussed, and then is signed by the AC, Student, and Parent. All school staff members have roles in facilitating a full day of Orientation Activities in September for Cycle 1. Select staff, along with students from the Youth Leadership Board facilitate the Orientation session for students that start for Cycle 2 or 3. Activities focus on community building, and understanding school expectations especially those for academics, benchmarks, attendance and school norms.
- Student attendance will consistently be above 80% from September-December.
- Students who attend the RAMAPO retreats will maintain an attendance rate above 80%.

**Staff and other resources:**

- Resources for the Attendance Committee: common time to meet, access to student-level and school-wide data.
- Resources for teacher leadership positions: Data Specialist and Youth Leadership Board Advisor. Including: Job description, time during the day's schedule for meetings or per session for time used outside of the work day.
- Funds to support Ramapo overnight trips; provided by partnership with Good Shepherd Services.
- Funds for attendance incentives—gift cards and trips; provided by partnership with Good Shepherd Services.
- Time during the day for professional development for advocate counselors specifically focused on attendance strategies.
- Materials to remind and involve parents in the Family and Staff Community Meetings.

**Steps taken to include staff:**

- Monthly staff professional development sessions are including in the staff calendar. These sessions are based on our school-wide goal of attendance. Staff also has the opportunity to strategize on incentives for the upcoming year or revisions to the current structure.

**Timeline for implementation:**

- Each day attendance data is updated publically.
- Each benchmark advocate counselor group attendance is updated.
- Ramapo trips are scheduled twice a year, once in October 2011 and another in May 2012.
- Attendance incentives are given each benchmark and a larger incentive for students who are able to maintain perfect attendance for a cycle, and for the entire year.
- The attendance committee meets monthly during the Staff PD and adhoc meetings are called throughout the term.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Family and Staff Community Meetings, once a cycle, to involve parents in the larger conversation about student attendance and for parents to share successful strategies with each other. Community Meetings are organized and facilitated by the Principal and Assistant Director and is an extension of monthly Parent Association meetings.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

There are several things that we do in order to attract HQT and maintain HQT, such as:

1. **Detailed Job Posting:** Our job posting delineates what a teacher needs to have in order to meet our expectations.
2. **Specific attendance PD for all staff:** During our full staff retreat in August, we present the year's attendance goal and allow teachers to develop their individual plans in order to support the larger goal (a 3% school wide increase). We will continue this work through monthly onsite all-staff PDs. The

administrative team coordinates and facilitates the all-staff PDs and attendance is a consistent area to return to and revisit as a team.

3. **Instructional Support Specialist:** New teachers receive specific one-on-one support through our lead teacher. The ISS person meets with each new teacher weekly and observes them throughout each grading cycle (benchmark). Specific attendance interventions and strategies are shared during this time and reinforced with the observations.
4. **Frequent Observations:** The principal observes every teacher at least three times during each term (cycle). During these observations attendance interventions and strategies are addressed individually and addressed in the post-observation.

#### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

An area of concern has been student attendance to the last period of the day. We partnered with the Manhattan New Music Project (MNMP) to develop engaging 6<sup>th</sup> period electives, including: drumming, spoken word, theater, boxing and photography. Students are able to choose which elective they are most interested in participating in. Teaching artist know that these course are attendance incentives and do their best to build relationships with each student and celebrate their work. Each elective culminate with a student showcase at the end of each cycle, the entire school attends.

Our partnership with Good Shepherd Services (GSS) allows us to provide many incentives and programs specifically for attendance. Students with perfect attendance for each benchmark are able to earn movie tickets and gift cards. Our partnership with GSS also provides seven advocate counselors who are the primary person for each student and their families.

#### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

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. 2 trips to RAMAPO Outdoor Leadership Program of 30 students (and 6 staff members) each. \$13,000/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)

### **ANNUAL GOAL #2 AND ACTION PLAN**

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

#### **Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
By June 2012 Develop Powerschools into a comprehensive data system that will support advocate counselors, teachers, students, and families in understanding student academic and social progress.

**Comprehensive needs assessment**

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

Our students come to us with gaps in their academic histories; and at times, out of date records. Getting our staff on the same page regarding what each individual student needs has been a challenge in the past. Powerschools is a comprehensive data system that allows our staff to be clear on what students' need in order to graduation and what they have already accomplished. Powerschools allows us to have the same message with each student because their data is readily available. Teachers use it as their online grade book and attendance records, Advocate Counselors are able to use this system to print various reports and update the students' historical grades and demographic data.

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

**Strategies/ Activities:**

- Group of 3-5 teachers and advocate counselors will pilot using Powerschools to track student post secondary progress along the Danielson metrics on a monthly basis. During monthly debrief meetings, pilot group will discuss challenges, benefits, and learning from this process. \$5000/yr. Per Session (FSF)
- Narrow down the Danielson metrics and determine which are most appropriate for specific subject areas, create rubrics for standards, and collect exemplars.
- Monthly share-out of this information at Professional Development meetings.
- Establish practices around using data for Parent Association meetings and Open School Night/Afternoon.
- 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.

**Staff and other resources:**

- Staff for the Danielson Pilot group and common planning time to meet
- Parent Coordinator to organize parent association meetings and maintain contact with parents and families
- Alumni volunteers to translate during Open School sessions

**Steps taken to include staff:**

- Staff professional development sessions are held monthly where data from PowerSchools is used in community discussions
- New Staff orientation includes a PowerSchools training
- Teacher leadership position centered on PowerSchools—trainings are done colleague to colleague and issues are resolved internally.
- Evaluation of data practices and the use of PowerSchools is conducted at the end of each 3 month term.

**Timeline for implementation:**

- By December 2011 further develop Powerschools to be accessible by parents.
- By December 2011, 50% students will have a clear understanding of how to utilize Powerschools to view their own data.
- By March 2012, 50% of families will have been scheduled for a meeting to practice using Powerschools to view their son/daughter's academic progress in Powerschools through scheduled Parent Association meetings.

- By May 2011, 100% of students will have had an opportunity to practice and utilize Powerschools to access their individual achievement data.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parents are encouraged to attend our month Parent Association meetings in order to get familiar with Powerschools and what the database offers. This year we are going to allow the database to go live to parents and families. Parents and families will be trained on how to use this tool during parent association meetings, open school and family meetings.

Family and Staff Community Meetings, also allow parents and families to get involved in the larger conversation about student attendance and for parents to share successful strategies with each other. Community Meetings are organized and facilitated by the Principal and Assistant Director and is an extension of monthly Parent Association meetings. This is also an opportunity to get trained on how to use the system.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

In addition to our previously mentioned strategies in recruiting, training and maintain HQTs we also develop specific teacher leadership roles. We have developed a position to be filled internally regarding Powerschools. We have a teacher leader who is able to train their peers, teaching artists, and will have a role in developing the trainings for families and parents. We have identified additional funding in order to compensate this teacher for their time and additional training.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

**Partnership with the Manhattan New Music Project (MNMP)** to develop engaging 6<sup>th</sup> period electives, including: drumming, spoken word, theater, boxing and photography. In addition to having engaging and interactive classes, students are also being assessed in these courses. Teaching artists are training by the Powerschools teacher –leader and work in collaboration with the DOE staff to develop engaging projects for each benchmark.

**Partnership with Good Shepherd Services (GSS)** allows us to have seven advocate counselors who are the primary person for each student and their families. The advocate counselors use Powerschools in order to update student excused absences, most current emergency contact information, and to document their outreach to the family.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

1. Pilot group of teachers utilizing the Danielson metrics to track student progress along Post Secondary 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 (FSF)

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
By June 2012, West Brooklyn will define and publish clear expectations and standards for post-secondary readiness to be shared with students and families.

#### **Comprehensive needs assessment**

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

This need became apparent during open school conferences in the past year. Many parents and families are overjoyed at their child successfully graduating high school and do not consider the next steps in their child's future. We have made post-secondary readiness an area of focus, similar to our work with attendance. It is an important area and it is everyone's job to get a student best prepared for life after graduation. In order to get students, staff and families on the same page regarding post secondary readiness we aim to create a clear and thoughtful standard for post-secondary readiness. Often for the older student, getting them to focus on their post secondary plan is what motivates them to graduate high school, without a plan the sense of urgency could be lost.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

#### **Strategies/ Activities:**

- Increase by 5% the number of students who attain a 65% or above on the Math and ELA Regents exams. In June 2011, the percentage of students who achieved a 65% or above in ELA was 83% and in Math 53%. For 2011-2012, we will achieve 88% in ELA and 58% in Math.
- Utilize monthly Teacher Professional Development & Staff Meetings to look at data and collaborate in establishing Post Secondary Readiness Standards.
- Continue use of Danielson metrics as assessment measures.
- Continue partnership with At Home In College to effectively provide CUNY Exam preparation to our students through our Transitional College Math & English classes, as we as our College Transitional Course.
- Data Specialist will support departments in utilizing New Visions item analysis tools in order to input data from June 2011, August 2011, and January 2012 Regents results to determine patterns and support action planning throughout the year.
- 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.
- Integrate data on alumni and college-related statistics.
- 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)
- Collect, record, and analyze classroom observation data using NVPS Classroom Walkthrough Tool as well as West Brooklyn Observation Protocol.

- Using Periodic Assessment data to both create targeted interventions as well school wide instructional shifts through professional development.
- Utilize Periodic Assessment data (DYO) to help establish baseline information on students and develop instructional goals for students not meeting grade level criteria.
- Classroom Walkthrough Data Snapshots

**Staff and other resources:**

- Teacher leadership development in the Data Specialist position
- Using overnight retreats to develop long term plans—November 2011 and August 2012
- Further develop case conferencing in order to build time during the day for teachers and counselors to meet regarding student’s goals.

**Steps taken to include staff:**

- Using At Home in College to bring together different stakeholders and reflect on the current program
- College and Career Corner during Community Gathering for students to begin to build their plans.
- Using monthly professional development sessions to all staff input into the current program.

**Timeline for implementation:**

- Assessments will be administered to all students in October, February, and May in order to assess student growth and identify necessary academic interventions.
- Department specific surveys will demonstrate clarity and use of data to better understand student needs and performance.
- End of cycle data from Powerschools reports (attendance, class passing rates, and Formal Assessment scores)
- January 2012 Check-in after Regents week to assess progress towards school wide and department year-long goals.
- Creation of an Alumni Survey to determine level of preparedness for post secondary opportunities to be administered in the Fall of 2013.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Through Parent Association meetings, which are held monthly, the College Access Counselor will be able to meet with, and present to parents and families. The CAC will be able to do a workshop on the college application process as well as the financial aid process.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Our job posting is very clear on the expectations for all staff to be involved with developing student’s post secondary plans. In addition to the job posting, the following are other strategies to maintain and further develop HQTs:

1. **Collaboration between DOE and GSS:** Our Department of Education staff work in collaboration with Good Shepherd Services. The College Access Counselor works closely with the Guidance Counselor in order to support each student’s development. Other staff members are kept up to date with frequent college and careers announcements via an electronic newsletter and during monthly meetings.
2. **Community Gatherings:** Students are celebrated each month during our Community Gatherings which is our form of a community town hall. Part of the Gathering structure is a College and Careers Corner where students who successfully answer College and Career trivia receive a prize.
3. **Post-Secondary Partnerships:** Teachers and Advocate Counselors volunteer to be partnered together and co-lead post-secondary advisory group sessions. This is the second year of this program and has been very successful at demonstrating professional collaboration and broadening the students’ perspectives on life after graduation.
4. **Post-Secondary Focused Admin Meetings:** The principal, director and assistant director meet throughout the term in order to specifically talk about the

post secondary work at West Brooklyn. These sessions are facilitated by an outside consultant that has worked with various populations of over-aged, under-credited students.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

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There are several partnerships to provide students with support in planning their life after graduation:

1. **At Home in College:** Students are able to take a math course and an ELA course that prepares them for the CUNY entrance exam. These are students who have successfully passed the New York State Regent Exam and allows them a step ahead in getting ready for their life after graduation.
2. **Presidents Prep:** Students selected for this program offered through Kingsborough Community College are able to attend classes on KBCC's campus.
3. **Eskolta:** Educational consultants with experience working with over-aged, under-credited youth. These consultants will work with the admin team in best the school wide plan for post secondary readiness.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
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1. Data Specialist role, \$8000/yr in Per Session (School Inquiry Team Funds)
  2. Monthly Professional Development Meetings for 20 staff members \$8,400/yr in Per Session

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
By June 2012 students will demonstrate progress in using evidence to support arguments as evidenced by the Common Core Learning Standards.

### **Comprehensive needs assessment**

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

New York State has joined various other states in their commitment for universal expectations regarding what students are learning. In order to best prepare our students for life after graduation and in order to meet this state mandate regarding CCLS, the need for this goal became very apparent.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Strategies/ Activities:**

- Teachers in all subject areas will self-assess their curricula against the CCLS
- Departments will develop a SMART goal to guide their work in aligning to the CCLS with a specific and targeted action plan.
- Department goals will be assessed by the Principal and shared publically with all staff
- ELA and Math department will use their weekly department time to carry out their action plan; principal will sit in meetings to support the work.
- All departments will have collaborative time to carry out their action plan in month professional development sessions.
- By June 2012 the ELA department will create curriculum maps for two separate courses and will be able to implement those curriculums.
- By June 2012 the Math department will have aligned all math curriculum maps to include CCLS standards; topics may be rearranged or redistributed among courses as necessary.
- 80% of students move up at least one level in the "use evidence" area of the rubric developed by teachers (pre-assessment to post-assessment).
- Copy of teacher-developed tasks and rubric aligned to the Common Core (used for pre- and post-assessments), along with samples of student work

### **Staff and other resources:**

- Weekly department meetings where teachers will be able to further develop their curriculum maps and lesson plans.
- Bi-monthly Department Facilitators meeting to further develop each department's year-long plan and weekly sessions.

### **Steps taken to include staff:**

- Teachers in all subject areas will self-assess their curricula against the CCLS
- Departments will develop a SMART goal to guide their work in aligning to the CCLS with a specific and targeted action plan.
- Department goals will be assessed by the Principal and shared publically with all staff

**Timeline for implementation:**

- 80% of students will effectively use evidence to support arguments in ELA, Social Studies and Math.
- By June 2012 the Math department will have aligned their current courses (Algebra 1, 2, and 3, as well as Statistics, Algebraic Problem Solving, and Trigonometry) to the CCLS.
- By June 2012 the ELA department will have revised ELA 4 & ELA 6 to align with the Common Core Learning Standards.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

We will use opportunities through our Open School conferences, Parent Association Meetings and School Leadership Team meetings in order to educate our parents and families regarding these expectations and the impact on their child's courses.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Aligning our curriculum to the CCLS is the focus of our professional development program for teachers this year. We have two teachers (one from the ELA department and one from the Math department) attending network sponsored trainings in order to bring that information back to West Brooklyn. They will turnkey that information to their departments and we will use our monthly professional development work as a way connect each department to each other.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Our partnerships with **New Visions for Public Schools** allows us an opportunity for additional CCLS trainings and for experts to come to our department meetings and work with our teachers individually.

We also have a partnership with **Leaders in Education Apprenticeship Program** (LEAP) that allows our lead teacher additional CCLS training that she is able to bring back to our community.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

1. Monthly Professional Development Meetings for 20 staff members \$8,400/yr in Per Session
2. Support by Good Shepherd Services for Attendance Outreach and Support. \$100,000 (Title I funds)
3. Instructional Support Specialist: \$2,500/yr in Per Session (Fair Student Funding)

## ANNUAL GOAL #5 AND ACTION PLAN

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

### **Annual Goal #5**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
By June 2012 develop a common understanding and approach towards instructional excellence as measured by a research based rubric in order to improve teacher effectiveness.

### **Comprehensive needs assessment**

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

The Department of Education in New York State is moving towards assessing all teachers similarly. We have used a research based rubric for several years; however, we recognized the need to be aligned with other schools in our network and district. Therefore with this goal, we aim to demonstrate where each of our teachers are according to the Danielson Framework and the Santa Cruz Professional Learning Standards.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Strategies/ Activities:**

- NYC Survey Results: 75% of teachers strongly agree that school leaders give them regular feedback about their teaching (up from 65% last year).
- Research based rubric will be used in each observation throughout the year (ISS, Principal and Peer)
- A public schedule of observations will be sent to all teachers at the start of each week.
- Departments will develop their own schedule for peer observations and develop an internal protocol for pre and post observations.
- Principal will develop a public calendar for department meeting observations to support the peer observation structure.
- Per Session funds are available for departments who request additional time to develop their structures. Department meetings are built into the day schedule during Common Planning Time on Tuesdays.
- Copy of each teacher individual professional development goal based on rubric and feedback documents.
- Agendas from department meetings, schedules of peer observation and schedule of principal's informal and formal observations.
- Feedback noted in the peer observations as documented through weekly department meeting notes.
- Feedback noted in post-observations with Principal or Instructional Support Specialist.

### **Staff and other resources:**

- Teacher leadership development with the Instructional Support Specialist who will also observe using the research based rubric and mentor new teachers.
- Monthly professional development for teachers focused on the rubric and improving instructional practice.

**Steps taken to include staff:**

- Teachers will use research based rubric to self assess in first PD of the year.
- Teacher self-assessment in September, January and May on selected components of research-based rubric.

**Timeline for implementation:**

- By June 2012 the Principal will conduct at least 6 observations of each teacher using a research based rubric; at least 2 observations for every teacher each cycle.
- By October 2011, each department will implement a system for peer observation; by December 2011 each department member will have had 2 peer observations.
- By March 2011 all departments will use a research based rubric in their peer observations.
- By June 2012 new teachers will have at least 5 observations by their mentor teacher, the Instructional Support Specialist in addition to observations from the principal and colleagues in their department.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

In order to best involved the parents and families of our students, we will use the following strategies:

- a. Using **Open School** as a tool to have teachers and parents meaningfully interact.
- b. Using **Parent Association Meetings** as a vehicle for parents to better understand the classroom norms and expectations for both students and teachers.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

In addition to our previously mentioned strategies in recruiting, training and maintaining HQTs we also develop specific teacher leadership roles. We have developed a position to be filled internally regarding developing good instructional practice. We have identified additional funding in order to compensate this teacher for their time and additional training. The Instructional Support Specialist has received additional training in adolescent literacy and effective classroom management. The Instructional Support Specialist observes new and returning teachers and rates them according to the research-based rubric that is also used by the principal.

The observations are coupled with weekly meetings where the teacher and Instructional Support Specialist identify the areas of growth and the current challenges the teacher is facing. Through these process teachers who are not HQT will further develop and those that are HQT will remain so.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
  1. **Collaboration between DOE and GSS:** Our Department of Education staff work in collaboration with Good Shepherd Services. Through this partnership teachers are able to focus on developing better relationships with their students in addition to developing skills at managing large and small classes. Teachers meet formally with counselors weekly to strategize different ways to best reach their students.
  2. **Our partnerships with New Visions for Public Schools** allows us an opportunity for additional CCLS trainings and for experts to come to our department meetings and work with our teachers individually. It also allows for specific teachers to receive more observations from an experienced NYCDOE principal who can offer more support.
  3. **Our partnership with Leaders in Education Apprenticeship Program (LEAP)** that allows our lead teacher additional CCLS training and additional training working with adult learners that she is able to bring back to our community.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- 
1. Monthly Professional Development Meetings for 20 staff members \$8,400/yr in Per Session
  2. Support by Good Shepherd Services for Attendance Outreach and Support. \$100,000 (Title I funds)
  3. Instructional Support Specialist: \$2,500/yr in Per Session (Fair Student Funding)

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>	181	181	181	181	8	0	0	0
<b>11</b>	33	33	33	33	3	0	0	0
<b>12</b>	12	12	12	12	1	0	0	0

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	Subject Area tutoring is available Monday and Thursday between 3:00 and 3:45pm. 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.
<b>Mathematics</b>	Subject Area tutoring is available Monday and Thursday between 3:00 and 3:45pm. 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.
<b>Science</b>	Subject Area tutoring is available Monday and Thursday between 3:00 and 3:45pm. 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.
<b>Social Studies</b>	Subject Area tutoring is available Monday and Thursday between 3:00 and 3:45pm. 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.
<b>At-risk Services provided by the Guidance Counselor</b>	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. All students at West Brooklyn Community High School have been unsuccessful on one or more Regents exams upon entry. During the school day, the guidance counselor meets with students individually to discuss

<p><b>At-risk Services provided by the School Psychologist</b></p>	<p>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.</p>
<p><b>At-risk Services provided by the Social Worker</b></p>	<p>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.</p>
<p><b>At-risk Health-related Services</b></p>	<p>Through our relationship with Maimonides 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 schedule 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.</p>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**WEST BROOKLYN COMMUNITY HIGH SCHOOL'S PARENT INVOLVEMENT POLICY (PIP)**

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. In compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, West Brooklyn is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families.

**WEST BROOKLYN COMMUNITY HIGH SCHOOL PARENT COMPACT**

Our school will support parents and families of Title I students by:

**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 approximately 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.**

- providing assistance to parents in understanding City, State and Federal standards and assessments;
- 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 student 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.

- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

**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

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

- **Advocate Counselor and the Primary Person Model:** The advocate counselor acts as the primary person responsible for working with and monitoring students regarding their academic progress toward earning a high school diploma. In addition to being the "go-to" person for the students' questions, concerns, and issues, the AC is responsible for conducting individual meetings every two weeks, facilitating advisory class (Community Leaders), doing attendance outreach, engaging the parents, programming students for courses tracking their graduation progress, goal setting, crisis intervention, and referring students for outside supports, as needed.

We operate with the notion that the AC is the sole, primary, staff person responsible for coordinating communication with all stakeholders regarding the student including the principal and school leadership, the family, teachers, college and career staff, etc. Regarding family engagement, each AC calls home on a regular basis to maintain good communication with the parent/guardian. In addition to reviewing each Benchmark report card, the AC calls home when students are late / absent. The AC also schedules a Family Meeting when academic, attendance, or behavior issues emerge. The AC also meets with the parent during Open School Days, once per cycle, and new this year at our scheduled Family & Community meeting, also once per cycle.

- **Consistent and Targeted Attendance Outreach:** As the primary person for parents and families, ACs have an important role in monitoring daily attendance. Each morning, the ACs position themselves at the school's entrance to greet students, check-in briefly as needed, and sign-in students as present to school. This process begins at 8:45 AM, fifteen minutes before classes begin at 9:00 AM. The ACs remain at this location to address students who are present, but arrive late. At approximately 9:20 AM, the ACs begin their Attendance Outreach calls to locate each absent student and notify the parent of the absence. Students are reminded of how critical each day is, and directed to come to school if they find that the student is still at home. In addition, ACs conduct a home visit to transport students to school for students who are absent for two days straight without having made contact or an explanation as to their absence.
- **Family and Staff Community Meetings:** All parents and families are invited to West Brooklyn once a cycle to talk about their progress with our annual attendance goal. Parents

and families are able to work together and with their child's advocate counselor to develop specific strategies for their children. Family and Staff Community Meetings are announced on the family and staff calendar, parents are called by their child's advocate counselor, and a mailing is sent home.

- **Monthly Parent Association Meetings**: Each month parents and families are invited to West Brooklyn's Parent Association. The PA is run by a committee of parents and the parent coordinator. As a team they set the monthly agendas and invite different speakers and guests to each meeting. Topics have included: the college application process, applying for federal financial aid, understanding our benchmark structure, and strategies for communicating with adolescents.
- **Student and Parent Commitment Letter**: During the intake process, the AC, student, and parent review and discuss our commitment letter. The student is directed to reflect on the letter between the first and second meeting, and then to articulate their commitment to West Brooklyn, while the AC explains our commitment to the student and parent. Highlights of this discussion are that WB is a community created and maintained by staff, students, and families. That staff is committed to doing everything possible to help students reach their school and personal goals. That we will support the student in earning credits, passing all of their required exams, and to prepare them for college and any post secondary opportunities. In addition to our school structure, the letter also outlines opportunities for students such as the LTW internship program and our emphasis and support to ensure that each student explores and applies for college by their senior year. The student signs the commitment letter along with his/her parent and AC.

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 15K529      **School Name:** West Brooklyn Community High School

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**    Improvement Year 1       Improvement Year 2       Corrective Action Year 1       Corrective Action Year 2  
               Restructuring Year 1       Restructuring Year 2       Restructuring Advanced

**Category:**       Basic               Focused               Comprehensive

**Intervention:**     School Quality Review (SQR)                       External School Curriculum Audit (ESCA)  
                           Joint Intervention Team visit (JIT)                       Not Required for 2011-2012

### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

**Secondary English Language Arts:** Although we were able to get 96% of our target to sit for the exam, we had a performance index of 62. We recognize that due to the nature of our population we have been unable to meet AYP for the past two years in this criterion. We are a transfer school for over-aged, under-credited students. Many of our students enter our school in their fourth or fifth year of high school. As a result, many students do not have the credits to sit for the English Language Arts Regents, or if they do, they do not have the appropriate preparation to pass the exam. Many of our students have to take the exam after a significant amount of prep in order to pass.

**Secondary Mathematics:** Although we were able to get 98% of our target to sit for the exam, we had a performance index of 94. We recognize that due to the nature of our population we have been unable to meet AYP for the past two years in this criterion. We are a transfer school for over-aged, under-credited students. Many of our students enter our school in their fourth or fifth year of high school. As a result, many students do not have the credits to sit for the Integrated Algebra Regents, or if they do, they do not have the appropriate preparation to pass the exam. Many of our students have to take the exam after a significant amount of prep in order to pass.

**Four-Year Graduation Rate:** We are a school for over-aged, under-credited youth. By definition, our students are off track in graduating with their four year cohort. As a result we have achieved a 10% four-year graduation rate for the past two years. Although we have graduated almost half of our total student body each year, we are working with young people who have been truant or have previously discontinued their education.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
  - **Consistent Professional Development:** Every month all teachers engage in professional development once with a focus on diverse strategies to help struggling students, sharing best practices, and learning more about the Common Core Learning Standards;
  - **Instructional Support Specialist:** The ISS works with all new teachers, provides weekly lesson feedback and bi monthly observations;
  - **Lesson Outline Feedback:** All teachers receive feedback on their weekly lessons by the Principal.
  - **Case Conferencing Meeting Structure:** Weekly opportunity for teachers and Advocate Counselors to meet regarding student needs.
  - **Family and Staff Community Meetings:** Once a cycle meetings where families are invited to strategize attendance interventions and share best-practices

- **Office hours for Regents Prep** and additional tutoring every Monday and Thursday, 3-3:45pm.
- **Saturday Academy program:** This year we are implementing a series of 6 three hour Saturday sessions to help students prepare for the Regents Exams. The ELA and Math departments are developing individualized action plans for the teachers to use with the students during Regents Prep and to individualize the instruction based on the students' knowledge and skills as demonstrated in the prior Regents Prep session. Saturday Academy preparation takes place in US History, Global History, and Living Environment, in addition to ELA and Math. Advocate Counselors support the instruction with outreach work throughout the week and on each Saturday morning. In addition, we provide MetroCards and Breakfast to ensure students' punctuality.
- **Post Secondary Planning Partnerships:** This year we are doubling the number of Post Secondary workshops that each student will participate in during Advisory / Community Leaders' class. This increased focus on the planning and goal setting will help with student motivation and emphasize graduation and college and career planning.

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## Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

As previously mentioned our students are over-aged, under-credited and therefore many are coming in their fourth and fifth year of high school. However, there is significant emphasis placed on professional development—there are monthly professional development sessions for teachers, monthly professional development for all staff, and weekly meetings for our community-based organization. At each of the sessions, school wide goals are shared – out and best practices shared.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

We have developed teacher leadership positions including an Instructional Support Specialist. The ISS works with all new teachers provides weekly lesson feedback and bi monthly observations and continually develop teachers to become highly qualified teachers. The schedule is structured in a way where the ISS is able to meet with each teacher and observer. There is also common planning time for all teachers to meet and plan.

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.

All parents will receive a letter explaining our status and will be invited to our parent association meeting. In December we are hosting our honor roll and our holiday potluck, we will also have time allotted to talk about our identification and next steps. All parents receive reminder calls regarding Parent Association and reminders mailed home. Information is set home in the parent's preferred language. Finally, each family will receive a call from their Advocate Counselor to ensure that the letter was received and to be an additional resource for any questions.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Maldonado</b>	District <b>15</b>	Borough <b>Brooklyn</b>	School Number <b>529</b>
School Name <b>West Brooklyn Community High School</b>			

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

Principal <b>Gloria Rosario</b>	Assistant Principal <b>N/A</b>
Coach	Coach
ESL Teacher <b>Elizabeth Koster</b>	Guidance Counselor <b>Renita Ojada</b>
Teacher/Subject Area <b>Nicole DeFino</b>	Parent <b>Maria Andujar</b>
Teacher/Subject Area	Parent Coordinator <b>Mercedes Cepedea-Lorenzo</b>
Related Service Provider	Other
Network Leader <b>Alexis Penzell</b>	Other

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>226</b>	Total Number of ELLs	<b>7</b>	ELLs as share of total student population (%)	<b>3.10%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Paste response to questions 1-6 here

ELL Identification Process

1. 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. As of November 2011 we have seven ELLs in our community.
2. All families of students who are ELLs are invited to a Parent and Family Orientation at the start of each cycle. We review the current program (TBE) and the other options. Families are made aware that 15 families could determine what program we offer, we then ask each family to vote. The vote is recorded in ATS. We have three cycles: September-November, November- March, March-June. We only have a TBE program at this point; therefore we cannot provide parents with choices about which program to offer students.
3. Please see response to Question 2.
4. Please see response to Question 2.
5. Please see response to Question 2.
6. 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

**This school offers (check all that apply):**

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)											5	2	0	7
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	5	2	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	2	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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE				2	1	1	6	0	0	8
Dual Language										0
ESL										0
<b>Total</b>	0	0	0	2	1	1	6	0	0	8

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											5	2	0	7
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0

**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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>5</b>	<b>2</b>	<b>0</b>	<b>7</b>									

**Dual Language (ELLs/EPs)**

**K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

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

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

#### Programming & Scheduling Information

1 & 2: Instruction 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 monthly professional development to support diverse learners in their classes.

## A. Programming and Scheduling Information

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. In order to ensure that ELLs are appropriately evaluated in their native languages, we use translation services provided by our partner organization Good Shepherd Services. Students also participate in a lengthy intake process that includes: an interview, personal written statement, and family interview.
5. 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.
- a. Our instructional plan for SIFEs include the individualized programming and attention that each student receives. Our school is designed for students who were formerly truant or discontinued their education, therefore our SIFE benefits from the consistent attendance outreach and attendance interventions. The emphasis on attendance positively impacts a student's academic performance because they are now attending their courses regularly.
- b. We do not have newcomer students. If we were, we would put in place the same strategies we are using for our current ELS. All students are required to sit for their Regents in a timely fashion. The majority of our students graduate within 2 years, therefore sitting for the ELA Regent within their first year is feasible. However, our students are coming from other schools, therefore, they would have sat for the ELA Regent in their previous setting.
6. Our ELL-SWD participate in Language Intensive courses as well as, intensive courses for our SWDs. ELL-SWDs are able to receive one-on-one support from our Special Education coordinator as well as our ESL teacher. All teachers are supported in maintaining a diverse library in their class for all levels. Through professional development content-area teachers are able to support the diverse learners in their classrooms, as well as one-on-one support from the ESL teacher and Special Education coordinator.
7. We use curricular, instructional and scheduling flexibility to meet the diverse needs of our ELL-SWDs. Primarily, each student is scheduled for what courses they need, we have 2 staff members who are able to push into classes and pull students out depending on each student's need. As a result of this individualized approach, students are able to work within a least restrictive environment.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

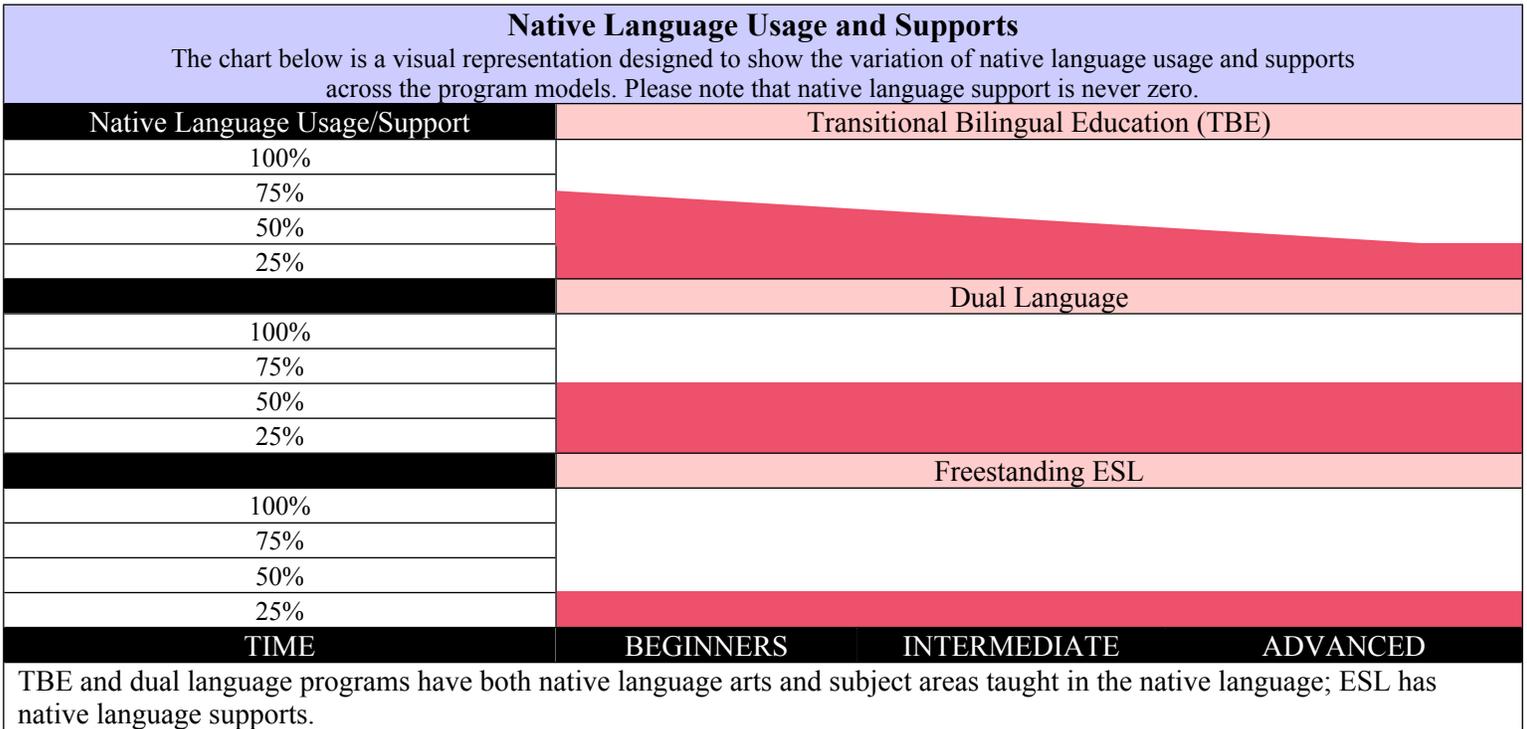
Class/Content Area	Language(s) of Instruction
Native Language Arts	None
Social Studies:	None
Math:	None
Science:	None

Class/Content Area	Language(s) of Instruction



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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**B. Programming and Scheduling Information--Continued**

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

## B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. 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.

9. 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.

10. 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 co-created a resource manual with lessons and strategies for teachers to use across subject areas. We will pilot a push-in/pull-out model that we currently use with our SWDs. It has been successful in meeting the student's needs and allowing them to be in mainstream classes. We are confident this will also be as impactful for our ELLs.

11. Currently no services will be discontinued.

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

13. We are committed to using technology, visual aids, maps, word walls, and other manipulatives that support English Language Learners. Each floor has two laptop carts available for use and we have four SMART Boards in the school. Teachers receive additional training in order to use these tools most effectively to impact student learning.

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

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

16. A student orientation allows for students to interact with the community and 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.

17. 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)?

## 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. All teachers are trained in developing lessons according to the workshop model during monthly professional development sessions; all staff participate in a monthly staff PD which focuses on developing socio-emotional strategies. Additionally, teachers participate in a weekly department meeting lead by a department facilitator which is focused on the department's individual goal.
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 with 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. Parents also attend monthly Parent Association meetings which allow parents to work together and to receive parent and family specific support.
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. We have also introduced once-a-cycle Family and Staff Community meetings which focus on attendance strategies and moving all stakeholders towards our goal of a 3% increase in attendance.

# 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
Intermediate(I)											5	2	0	7
Advanced (A)											0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	5	2	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
	I											0	0	0
	A											1	0	0
	P											4	2	0
READING/ WRITING	B											0	0	0
	I											5	2	0
	A											0	0	0
	P											0	0	0

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	1	0	1	0
Physics				
Global History and Geography	1	0	0	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**

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

School Name: <b>West Brooklyn Community High S</b>		School DBN: <b>15K529</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Gloria Rosario	Principal		1/1/01
N/A	Assistant Principal		1/1/01
Mercedes Cepdea-Lorenzo	Parent Coordinator		1/1/01
Elizabeth Koster	ESL Teacher		1/1/01
Maria Andujar	Parent		1/1/01
Nicole DeFino	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Renita Ojada	Guidance Counselor		1/1/01
Alexis Penzell	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 15K529      **School Name:** West Brooklyn Community High School

**Cluster:** Maldonado      **Network:** Penzell

**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.

Students engage in an intensive intake process, they are interviewed, submit a written personal statement and participate in a family interview. Throughout this process the family's preferred language for communication is noted. We utilize the Department of Education's translation services as well as our internal resources to translate written materials and provide translation for family meetings.

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.

Since we are a community schools and the majority of our students have similar cultural backgrounds we have been able to proactively translate documents or provide interpretation services for Mandarin, Spanish, and French-Creole. A need that has developed in the past year has been Arabic and Urdu. We have been able to hire a staff member who is fluent in Arabic and use internal resources for Urdu translation. We have identified a need to utilize our Alumni Network to provide translation services for Open School and family meetings.

## 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.

Once the languages are indentified during intake which takes places two weeks prior to the start of each cycle, materials are then translated if they have not been translated in the past.

For languages that we are unable to provide internally, such as Urdu, we utilize the Department of Education Translation and Interpretation Unit. This summer we will translate all our parent documents into several languages in preparation for the 2012-2013 academic year.

We will continue to nuture our parent and alumni volunteers and work with our College Access Counselor to develop a stronger system for recruitment and training.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

The practices for oral interpreation are similar to the process for interpretation delineated in the question 1. Once the languages are indentified during intake which takes places two weeks prior to the start of each cycle, the language needs are assessed. If we identify a family with interpretation needs other than what we have provided in the past we assess our internal next works first. For languages that we are unable to provide internally, such as Urdu, we utilize the Department of Education Translation and Interpretation Unit.

We will continue to nuture our parent and alumni volunteers and work with our College Access Counselor to develop a stronger system for recruitment and training.

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

The advocate counselor acts as the primary person responsible for working with and monitoring students regarding their academic progress toward earning a high school diploma. In addition to being the “go-to” person for the students’ questions, concerns, and issues, the AC is responsible for conducting individual meetings every two weeks, facilitating advisory class (Community Leaders), doing attendance outreach, engaging the parents, programming students for courses tracking their graduation progress, goal setting, crisis intervention, and referring students for outside supports, as needed.

We operate with the notion that the AC is the sole, primary, staff person responsible for coordinating communication with all stakeholders regarding the student including the principal and school leadership, the family, teachers, college and career staff, etc. Regarding family engagement, each AC calls home on a regular basis to maintain good communication with the parent/guardian. In addition to reviewing each Benchmark report card, the AC calls home when students are late / absent. The AC also schedules a Family Meeting when academic, attendance, or behavior issues emerge. The AC also meets with the parent during Open School Days, once per cycle, and new this year at our scheduled Family & Community meeting, also once per cycle.

The AC identifies language need of each family in their caseload and works in collaboration with the principal to secure that materials are available in that language, as well as interpretation needs for meetings.

Parents maintain daily communication with their child's AC and receive several mailings throughout the year-- Welcom Back Letter in September coupled with the Family Calendar. Then notifications for monthly Parent Association Meetings and Family and Staff Community Meetings-- for each of these meetings interpretation needs are assessed and request of the Translation and Interpretation Unit as well as our internal resources.