



**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**DBN: (i.e. 01M001):**                   **15K529**

**School Name:**                       **WEST BROOKLYN COMMUNITY HIGH SCHOOL**

**Principal:**                           **GLORIA ROSARIO WALLACE, ED.D**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Secondary School School Number (DBN): 15K529  
School Type: Transfer High School Grades Served: 10-12  
School Address: 1053 41<sup>st</sup> Street Brooklyn, NY 11219  
Phone Number: 718-686-1444 Fax: 718-686-1189  
School Contact Person: Malik Lewis Email Address: Malik@wbchs.org  
Principal: Gloria Rosario Wallace, Ed.D  
UFT Chapter Leader: Frank J. Esposito  
Parents' Association President: Iris Richman  
SLT Chairperson: Mercedes Cepeda Lorenzo  
Student Representative(s): Jonathan Coimin

**District Information**

District: 15 Superintendent: Ms. LaShawn Robinson  
Office of Superintendents - Transfer High Schools  
NYC Department of Education  
52 Chambers Street, Room 319  
Superintendent's Office Address: New York, NY 10007  
Superintendent's Email Address: LRobinson5@schools.nyc.gov  
Phone Number: 917-822-2281 Fax: N/A

**Cluster and Network Information**

Cluster Number: 1 Cluster Leader: Douglas Knecht  
Network Number: 407 Network Leader: Ms. Nancy Scala

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed 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 (Blue Ink)
Gloria Rosario Wallace, Ed.D	*Principal or Designee	
Frank J. Esposito	*UFT Chapter Leader or Designee	
Iris Richman	*PA/PTA President or Designated Co-President	
Christina LaVeglia	DC 37 Representative, if applicable	
Jonathan Coimin	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Stephen Marcus	CBO Representative, if applicable	
Beatrice Cassar	Parent Association	
Lettie Driscoll	Parent Association	
Sindy Paul	Parent Association	
Malik Lewis	Elected CSA	
Seleny Peña	Student	
Mercedes Cepeda-Lorenzo	CBO Rep	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

## The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

West Brooklyn Community High School is a progressive, small, transfer high school located in Borough Park, Brooklyn. West Brooklyn was developed and envisioned by a collaborative committee formed in October 2005, comprised of parents, alternative public school alumni, high school teachers, administrators, and representatives from what would become our primary partnership community organization-- Good Shepherd Services (GSS). In January 2006, the proposal for this alternative school was approved by the New Schools Development Team, hiring and student recruitment began, and a school building was found. West Brooklyn opened its doors in September 2006 and continues to this day to hold its mission of providing high quality, rigorous, and engaging instruction to overage, under credited high school students as well as socio-emotional support and resources in order to support our students in earning a high school diploma. For many of our students, due to a myriad of reasons and circumstances, a high school diploma was no longer feasible in their prior academic setting.

West Brooklyn's mission encapsulates the approach that we use—every system, policy, and structure is designed to support our students' transition from who they were to who they want to be.

West Brooklyn Community High School, a partnership school, is committed to providing an accelerated and rigorous learning environment where overage, under-credited students with a history of truancy, their families, and staff feel safe. As a result of West Brooklyn's systems and supports our young people recommit to improving their attendance rate, increase their credit accumulation, develop a life after West Brooklyn plan, and graduate with concrete next steps.

Our theory of action is centered on how older adolescents with a history of truancy learn best. This includes streamlining information and supporting the families and parents of our students. With our GSS partners, every parent or guardian has a primary person that they can rely on for updates about their child's progress and support in helping their child develop new habits. We have seven advocate counselors, each with a caseload of about 33 students. They provide socio-emotional, attendance, academic, and post-secondary support and counseling to their students. This year we are continuing our work in developing a Life after West Brooklyn (LaWB) student portfolio and provide our students with post-secondary counseling, seminars, and trips. New partnerships include relationships with Global Kids, Groundswell, Student Voice Collaborative, and BAM Brooklyn Reads Project.

West Brooklyn's strengths include our collaboration and partnership with Good Shepherds Services as well as our commitment to developing teacher leadership and student voice. Our accomplishments include, but are not limited to: raising \$3,000 to benefit our graduating seniors through the Zishan Rafi Memorial Scholarship, our partnership with NPR Radio Rookies program, the strength of our teacher-lead departments, our teacher-artist enriched elective program, our unified curriculum, and our teacher-developed common assessment system.

Our challenges include: increasing our attendance rate as well as creating standardized approaches towards supporting students who are chronically absent to meet the learning standards of their classes, to continue to innovate our current methods for credit accumulation, and to prepare our students for college and career. Each of these challenges are addressed in our school wide goals for 2014-2015 and are a part of our three year school plan.

We have made significant growth in our LaWB work as we have mapped out all our courses, programs, interventions, and experiences that prepare students for the workforce or higher education, and aligned them to our mission and vision statement. In the prior year we received low marks on our progress report in College and Career Readiness category, we responded by applying for College Preparatory Course Certification (CPCC) and qualifying for our Forensic and ELA 9 courses. As a result, students have an opportunity to engage in rigorous curricula that prepares them for college level work. The key area of focus continues to be the post-secondary preparation of our students. An integral

team to move that work forward is the LaWB committee which is comprised of Advocate Counselors, Teachers, Administrators, our College Access Counselor, our Learning to Work Coordinator and Guidance Counselor. Over the past three years, our LaWB committee has developed an annual retreat for all staff, where we continue to envision who we want our graduates to be and what we need to do to get them there. This year we are exploring AP for All, specific programming to involve parents and families in this work, and formalizing the role of our alumni.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The West Brooklyn approach to instruction is grounded on individualized and differentiated instruction. Students programs are individualized and there are daily opportunities for teachers to collaborate and formal weekly meetings for teachers and counselors. Each year teachers evaluate the curriculum, professional development program, and individual support and provide suggested next steps. The majority of staff determined that critical analysis, questioning and analysis are areas that we need to improve. Departments also engage in an in-depth Regent’s item analysis during Regent Week department meetings. During this data analysis the issue of students earning over an 85% became a key are to focus on for the 2014-2015 academic year.

Our regent pass rates show a concerning trend regarding the depth of analysis that students are able to reach: according to last year’s data we had the following data points: Living Environment, 100% passing only 20% earned higher than an 85; US History, 50% passing, only 10% earned higher than an 85; ELA, 89% passing, only 17% earned higher than an 85; Global History had a 58% passing rate, only 3% earned higher than an 85; and Integrated Algebra had a 25% passing rate with no students earning higher than an 85.

In order to make gains on the Regents exams teachers will demonstrate growth in developing robust and engaging classroom discussions, as measured by the Danielson framework.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 of the 8 teachers rated Developing in component 3B in Danielson, Questioning and Discussion Techniques, in November 2014 will demonstrate an effective practice in 3B as measured by frequent, informal and formal observations recorded in Advance.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element</li> </ol>			

of Trust			
Frequent and thoughtful observations by Principal and Assistant Principal	Teachers	Starting in September 2014 concluding in June 2015	Principal and Assistant Principal
Strategic planning meetings with each teacher to reflect on feedback data and identify next steps	Teachers	IPC— September 2014, Midyear— January 2015, End of Year Conversation— June 2015	Principal and Assistant Principal
Meaningful collaborative conversations about observation feedback by academic departments	Teachers	In Department Meetings, weekly on Tuesdays, September 2014-June 2015	Department Facilitators
Teacher-to-teacher level support and feedback through Instructional Support Specialist workshops and one-on-one conversations.	Teachers	Monthly during teacher professional development and on an individual basis	Instructional Support Specialists.

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. Teacher leaders—department facilitators, instructional support specialist, and data specialist.
2. Dedicated time in common schedule for department meetings, teacher professional development, and department facilitator meetings.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

In January 2015 all departments have mid-year meetings where they review their data and reflect on next steps. In order to prepare for this opportunity the admin team meets to review the observational data and identify next steps for each teacher and team.

**Part 6b. Complete in February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Each year, in addition to the external reviews from the Department of Education, we evaluate the systems and structures at West Brooklyn in how effectively we are meeting our mission in serving overage under-credited youth. In last year’s Staff Survey, the majority of responders determined that safety and community building are essential in meeting the needs of our student population.

Students have also identified a strong need for more community activities and opportunities to explore the world around them. In 2013-2014, there were monthly Community Gathering meetings, and 5 school wide extracurricular excursions. For this upcoming school year we aspire to increase the amount of opportunities students have to learn outside of the school building.

West Brooklyn has various systems in place to create a safe space and promote community building, starting with our strong advisory program Community Leaders. We’ve introduced a town-hall style program called Community Gathering. Through Community Gathering students will engage in collaborating with staff, the student body, and community members to create a strong and positive West Brooklyn culture.

According to the 2013-2014 Learning Environment Survey, there was decrease in students strongly agreeing that West Brooklyn offers a wide enough variety of programs, classes and activities to keep them interested in attending school. Although both in 2013 and 2014 80% students strongly agreed or agreed with that statement; however the strongly agreed category dropped from 40% to 22%. Through our proposed interventions and action plan we hope to see growth in this area.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 we will see an increase in student-centered programming to improve student engagement to West Brooklyn, as evidenced by at least three events per cycle.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
7. Strategies to increase parent involvement and			

engagement 8. Activities that address the Capacity Framework element of Trust			
Initial staff meeting in October to identify potential programming for students, families, and community members.	Students, their families, and community members.	During October staff professional development.	Leadership Team—principal, APO, director, and assistant director.
Identify staff members to coordinate the student –centered programming—Leadership Intern, Business Manager, and Assistant Principal.	Students, their families, and community members.	Weekly meetings with each staff member, programming will be communicated to all staff in community meetings.	Principal and Assistant Principal
Partnership with Groundswell to create an art residency where students and community members can create public art that reflects the values, norms, and shared beliefs that constitute the West Brooklyn Way.	Students, their families, and community members.	Biweekly meetings and workshops with Groundswell artists, Learning to Work Coordinator, and Art Teacher.	Learning to Work Coordinator and Art Teacher.
Allow students to provide their thoughts, opinions, and suggestions to the greater West Brooklyn Community.	Students, their families, and community members.	During biweekly Community Leaders advisory program and monthly Community Gatherings.	Leadership Team—principal, APO, director, and assistant director.

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. Connection to community based organizations and community resources that can enrich our students' West Brooklyn Experience.
2. Dedicated time in the scheduled for community meetings and for advisory.
3. Partnership with Good Shepherd Services to provide Advocate Counselors who oversee the advisory program.

#### **Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 10. Specify a timeframe for mid-point progress monitoring activities.

By January 2015 West Brooklyn will have organized and hosted at least four programs dedicated to engaging and connecting our young people to West Brooklyn. We will use our January staff professional development time in order to assess the success of the programs already hosted and the share the plans for the upcoming term.

**Part 6b.** Complete in **February 2015.**

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	X	No
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12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Residency does not commence until February 3<sup>rd</sup>, at this point interested students have attended “info sessions”, but haven’t started the work of creating a mural.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

Collaboration is a strong area of our academic program as evidenced by our learning environment survey results, internal staff survey data, and the feedback staff give at the end of every staff meeting. There are various formal opportunities for staff to collaborate on a daily, weekly, and per cycle basis. These opportunities include daily common planning time for teachers, weekly department meetings, weekly case conferencing—a structure that allows teachers and counselors to make appointments with each other to discuss their students; as well as collaborative planning jams which occur every cycle.

In order to improve our already strong system for collaboration we are applying our Instructional Focus of differentiation to our professional development plan. We want to support our teachers with their individual goals for the year through a focused system of support.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of teachers will participate in and/ or lead eight professional development experiences, such as: peer inter-visitations, departmental meetings, whole staff professional development , best practice and strategy share-outs among peers, small group professional development , planning jam sessions to co-create curriculum, develop common assessments and rubrics.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change  16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).  17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
By January 2015 the principal will conduct an instructional round with each Department Facilitator.	Department Facilitators and their respective departments.	December 2014- January 2015	Principal

By March 2015 the principal and assistant principal will conduct an instructional round with the departments they primarily support.	Department Facilitators and their respective departments.	March 2015- April 2015	Principal and Assistant Principal
Starting November 2014, each month teacher professional development experience will include a department highlight—using the consultancy protocol to dive deeply into the work and practice of one department each month and a session lead by the Instructional Support Specialists to continue to move our work regarding aligning our writing protocol to the CCLS.	All teachers	November 2014- June 2015	Principal and Assistant Principal
Starting September 2014, each week departments will meet in order to shift their instruction and practice to align with the Instructional Focus: All West Brooklyn classroom teachers will continue to align all curriculum maps, weekly outlines, instruction and assessments to the Common Core Learning Standard of using evidence to support arguments in discussion, writing, and developing a rational. In addition, teachers will use the data from their common assessments to inform their daily lessons, biweekly units, overall curriculum as well as differentiate plans based on identified student needs. Evidence of this differentiation will be present in weekly outlines, assessments, curriculum maps, and unit plans.	All teachers through their respective departments.	September 2014- June 2015	Principal and Assistant Principal

#### Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ol style="list-style-type: none"> <li>1. Per Session funds to support the work of the Department Facilitators and Instructional Support Specialists.</li> <li>2. Per Diem funds to cover classes so Department Facilitators can participate in the Instructional Rounds.</li> <li>3. Dedicated time in the common schedule to host teacher professional development sessions, department meetings, and common planning time.</li> </ol>

#### Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

#### Part 6 – Progress Monitoring

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ol style="list-style-type: none"> <li>19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>20. Specify a timeframe for mid-point progress monitoring activities.</li> </ol> <p><u>In January 2015 all departments have mid-year meetings where they review their data and reflect on next steps. In order to prepare for this opportunity the admin team meets to review the observational data and identify next steps for each teacher and team. Additionally, the teacher professional development time in January will also provide an opportunity for teachers to reflect on this goal and our progress towards meeting it.</u></p> <p><b>Part 6b.</b> Complete in <b>February 2015.</b></p>
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21. Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	Yes		No
22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- |     |  |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.   |

Due to the unique nature of our partnership we often have various systems that we have to manage and provide attention to. As a result, we survey our staff often and use our monthly staff meetings as a method to gather the temperature of the community.

According to the 2013-2014 Learning Environment Survey 6% of our teachers felt supported by the principal to a lesser extent and 24% didn’t feel that the principal encouraged open communication about important school issues. This data is compelling and pushes us to take deeper look at the systems that we have in place to nurture and support our staff.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, 100% of teachers will have opportunities to engage with the principal, the administrative team, and their colleagues around effective strategies to achieve their instructional and professional goals and increase their ability to reengage students in their own learning. As well as to promote open communication and foster an environment of trust and mutual support.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
100% of teachers will engage in an Initial Planning Conference where they review their data for 2013-2014, their goal for the 2014-2015 academic year, make their observation option choice, and receive feedback on their goal(s).	Teachers	September 2014	Principal and Assistant Principal
Departments will create a SMART goal for their department work for the 2014-2015 academic year which is aligned with the Instructional Focus for the year.	Teachers	September 2014- November 2014	Principal and Assistant Principal.

100% of teachers will give feedback after each professional development experience and data driven discussion as to the effectiveness of the session. This data will be used to improve the next professional development experience.	Teachers	September 2014- June 2015	Principal and Assistant Principal.
Mid-year and end-of-year conversations will be had with each teacher to reflect on their initial goals, their progress towards those goals, and the quality of the support they have received.	Teachers	January 2015- June 2015	Principal and Assistant Principal.

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.	
1.	Dedicated time in the schedule for Initial Planning Conferences, Mid-year Conversations, and End-of-year Conversations.
2.	Dedicated time in the schedule for teacher professional development opportunities.
3.	Dedicated time for department meeting time.
4.	Time and coaching for department facilitators so they are able to structure and support their department.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
29.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
30.	Specify a timeframe for mid-point progress monitoring activities.			
In January 2015 the admin team will meet to review the observational data and identify next steps for each teacher and team. Additionally, the principal and assistant principal will use the feedback after every professional development experience with the teachers to fine-tune and shape the next meeting.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

Parents and Families are at the heart of our work and we take our responsibility towards them seriously. Through our partnership with Good Shepherd Services we provide follow up and support to our parents and families that they had not experienced in their child’s former high school. According to the learning environment survey 97% of our parents and families felt that West Brooklyn kept them informed about what their child is learning. And 100% of parents and families felt that we make them feel welcomed. This is the type of feedback that confirms that our partnership and collaborative approach is successful.

We are hoping to move the 5% of our parents who feel that West Brooklyn is not giving their child meaningful assignments that help them learn by enriching and broadening the experiences that parents and families have with our academic staff.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 50% of students will participate in community-based extracurricular, professional, and/or cultural post-secondary learning experiences as captured by the Life after West Brooklyn student portfolio.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
By November 2014 a survey asking staff to assess each of our systems in terms of our LaWB goal was sent. Staff will submit their feedback prior to the start of our LaWB committee.	All Staff	November 2014	Principal

By December 2014 the LaWB committee will begin their standard bimonthly meetings, with their goal of establishing the student portfolio and annual retreat.	LaWB Committee: comprised of teachers, counselors, and administrators.	December 2014-June 2015	Principal
By March 2015, the LaWB committee will present data and goals for West Brooklyn's post-secondary work.	All Staff	February-March 2015	Principal
By June 2015, at least 75% of all staff will have participated in at least one LaWB event or the annual retreat.	All Staff	November 2014- June 2015	Principal

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. Dedicated time for LaWB committee meetings
2. Dedicated time for all staff meetings and professional development
3. Dedicated time for a staff retreat after work hours
4. Per session funds for staff participating in these opportunities and events.

#### **Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
HESC Grant through our partnership with Good Shepherd Services.									

#### **Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
40. Specify a timeframe for mid-point progress monitoring activities.

By February 2015 the LaWB committee will review their goals for this year's work and make adjustment to their implementation plan. Staff will also be able to give feedback to the committee directly through exit tickets after staff meetings; the committee should use that feedback to adjust their plan of action.

**Part 6b.** Complete in **February 2015.**

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	All students at West Brooklyn Community High School are eligible for AIS services. All our students have a history of truancy. With an interrupted educational history, our students benefit from one-on-one support with a content area specialist. We use the afterschool component to provide the necessary additional scaffolds.	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	Small group instruction One-on-one Tutoring	Thursday 3:00-3:45pm

<p><b>Mathematics</b></p>	<p>All students at West Brooklyn Community High School are eligible for AIS services. All our students have a history of truancy. With an interrupted educational history, our students benefit from one-on-one support with a content area specialist. We use the afterschool component to provide the necessary additional scaffolds</p>	<p>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</p>	<p>Small group instruction One-on-one Tutoring</p>	<p>Thursday 3:00-3:45pm</p>
<p><b>Science</b></p>	<p>All students at West Brooklyn Community High School are eligible for AIS services. All our students have a history of truancy. With an interrupted educational history, our students benefit from one-on-one support with a content area specialist. We use the afterschool</p>	<p>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</p>	<p>Small group instruction One-on-one Tutoring</p>	<p>Thursday 3:00-3:45pm</p>

	<p>component to provide the necessary additional scaffolds</p>	<p>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</p>		
<p><b>Social Studies</b></p>	<p>All students at West Brooklyn Community High School are eligible for AIS services. All our students have a history of truancy. With an interrupted educational history, our students benefit from one-on-one support with a content area specialist. We use the afterschool component to provide the necessary additional scaffolds</p>	<p>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.</p>	<p>Small group instruction One-on-one Tutoring</p>	<p>Thursday 3:00-3:45pm</p>

		<p>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</p>		
<p><b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>All students at West Brooklyn Community High School are eligible for AIS services. All our students have a history of truancy. With an interrupted educational history, our students benefit from one-on-one support with a content area specialist. We use the afterschool component to provide the necessary additional scaffolds</p>	<p>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</p>	<p>Small group instruction One-on-one Tutoring</p>	<p>Thursday 3:00-3:45pm</p>

## Section 7: Title I Program Information

### Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All School wide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	School wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I
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### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

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

1. **Rigorous Multi-Tiered Hiring Process (Recruitment):** Our hiring process includes various steps in order to attract and maintain HQTs. We begin with attending diverse job fairs, posting on Idealist, and emailing our job posting to various lists serves. From there we invite potential candidates to an Open House where they are able to interact with DOE staff, GSS staff, and students. The participants are able to engage in conversation about the youth development principles and pedagogy.  
From the Open House we invite select candidates to interview. The interview includes: a classroom observation, a mock lesson with post-observation, a group interview with the committee, and a writing sample.  
From this process we have been able to hire exceptional candidates that believe in our mission.
2. **Detailed Job Posting (Recruitment):** Our job posting delineates what a teacher needs to have in order to meet our expectations.
3. **Specific attendance PD for all staff (Support):** 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.
4. **Instructional Support Specialist (Support):** New teachers receive specific one-on-one support through our lead teacher. The ISS person meets with new teachers biweekly and on a one-to-one basis as needed.
5. **Frequent Observations (Support):** The principal and assistant principal observe 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.
6. **Teacher Leadership (Support and Retention):** 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. Our teacher leadership position allow teacher to receive targeted support and leadership opportunities in area of interest: technology, new teacher development, data, student voice and leadership, and curriculum development.
7. **Collaboration between DOE and GSS (Support):** 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.

#### 2b. High Quality and Ongoing Professional Development

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

**Department Meetings:** Teachers meet monthly with their department in order to review curriculum and the department's progress towards developed a strongly aligned CCLS curriculum.

**Monthly Professional Development Sessions:** Once a month every teacher meets in order to review the school wide goal of aligning to CCLS, in department teams and mixed groups, the teachers engaged in the new standards and receive feedback on their progress.

**Instructional Support Specialists:** We use various teacher leadership positions in order to build capacity at the school level. One of these positions is the ISS role, which is shared this year by two ELA teachers. They engage in peer observations and literacy work with teachers.

**Peer Observations:** In addition to the peer observations that the ISS team conducts, departments also have a peer observation protocol built into their meeting structure.

**External Resources:** This year we have been accepted to the Transfer School Common Core Institute. Through this grant we have a partnership with ReDesign and Eskolta. The math team has a CCLS coach that attends all their department meetings and observes their classes. The Eskolta partnerships allows for a coach to attend monthly PD sessions

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

N/A

#### 3b. TA Coordination with the Regular Program

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

N/A

### Part 4: SWP Schools Only

#### 4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

N/A

#### 4b. Measures to Include Teachers in Decisions Regarding Assessments

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

N/A

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

**Directions:** All School wide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and

Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a School wide Program school must identify in its School wide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated School wide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s School wide Program, the amount each program contributes to the consolidated School wide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to School wide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<sup>1</sup>Explanation/Background:**

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

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

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

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

**and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

**Important Note:** The following funds may not be consolidated:

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

## **Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)**

***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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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.

The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

### **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.
- 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.

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# Student and Parent Commitment Letter

\_\_\_\_\_ (date)

Dear \_\_\_\_\_ ,

This is your official Student and Parent Commitment Letter. By signing this letter, you and your parent(s) are agreeing to follow the Expectations and Norms of West Brooklyn Community High School. We expect you to keep this commitment while you are a student here. In addition to highlighting basic rules and expectations, this letter explains our commitment to you!

## OUR COMMITMENT TO YOU!

West Brooklyn is a community created and maintained by staff, students, and families. We are committed to helping you reach your goals. Our goal is to support you in earning credits, passing all of your required exams, and to prepare you for *Life After West Brooklyn!* Note: students are expected to graduate in 2 or 2 ½ years.

## RULES ARE FOLLOWED. SAFETY IS A PRIORITY.

Students and Staff work to make sure that our school is a safe and respectful learning environment. Behaviors that put safety at risk will not be tolerated. Fighting and Possession of Drugs are non-negotiables in our community. All school rules, including our Electronics and Hat policies, should be followed at all times.

## ATTENDANCE AND ACADEMICS

Attendance is a priority! School is from 9:00 AM to 3:00 PM. Being on time, and staying here until dismissal is part of our expectation. If you are absent or leave early, then expect a call home. When you are doing well, and then expect a call home.

YOU WILL RECEIVE BENCHMARK REPORT CARDS with grades approximately every 2 weeks.

## COLLEGE & POST SECONDARY PLANNING aka *Life After West Brooklyn!*

You will apply to college as part of your post graduate plan. Even if you are not sure what you want to do, we want to make sure you have every option available to you once you graduate. We also strongly encourage students to work in one of our Paid Job Internships (LTW) after school.

## MEETINGS, MEETINGS, and more MEETINGS!

- Every 2 weeks you will meet with your Advocate Counselor to discuss your Benchmark, your Attendance, your Goals, and to support you in your efforts.
- You and your teachers can request a STAC meeting where the student, the teacher, and advocate counselor meet to make sure to resolve any situations that may come up.
- You, or you and your parent will meet with your advocate counselor, and/or a school administrator to address any behavior or performance issues.
- You will participate in a Student Mediation meeting whenever a student or staff member feels that a meeting is necessary.
- Parents and Students attend our Open School sessions to talk with the teachers about their classes.

\_\_\_\_\_(student) \_\_\_\_\_(parent) \_\_\_\_\_(advocate counselor)

As a student, I agree to follow the Expectations and Norms of West Brooklyn Community High School. The parent and advocate counselor agree to support you as you work toward your high school diploma and plan for college and/or other post high school work. You will find a complete overview of our Expectations and Norms in the Student Handbook. Welcome to West Brooklyn!

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

## Part I: School ELL Profile

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

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 [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Gloria Rosario</b>	Assistant Principal <b>Nicole DeFino</b>
Coach	Coach
ESL Teacher <b>Elizabeth Koster</b>	Guidance Counselor <b>Renita Ojada</b>
Teacher/Subject Area <b>Kevin Murphy/ELA</b>	Parent <b>Olga Castillo</b>
Teacher/Subject Area <b>Erin Bauer/ELA</b>	Parent Coordinator <b>Mercedes Cepeda-Lorenzo</b>
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	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 currently teaching in the ESL program.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<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>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>220</b>	Total number of ELLs	<b>9</b>	ELLs as share of total student population (%)	<b>4.09%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	7
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	7

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	0	0	0	2	0	1	7	0	6	9

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>Total</b>	0	0	0	2	0	1	7	0	6	9
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish											4	2	1	7
Chinese														0
Russian												1		1
Bengali														0
Urdu														0
Arabic											1			1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>9</b>									

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)											2			2
Advanced (A)											3	3	1	7
Total	<b>0</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>9</b>									

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	9		0	
Integrated Algebra	5		4	
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	9		4	
Physics				
Global History and Geography	9		0	
US History and Government	7		2	
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)								
Chinese Reading Test								

**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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
 During the in-take process students meet with advocate counselors and are a part of a one-on-one interview. Students take an entrance exam to test their reading and math levels. They are also required to write a letter describing their reasoning for re-engaging in their education. This data is used to determine students' cycle 1 coursework. All students take an introductory literacy

course that focuses on the Reading Strategies and Writing Process.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
As a transfer school, we rarely receive new admits and administer the LAB-R. Our NYSESLAT, Regents, and Benchmark scores reveal that our ELLs continue to perform at a high level the longer they are enrolled in our program. As a result of our intensive academic program our ELLs start off with many needs and continue to develop and grow as our ESL/ELA program supports their growth.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))  
Due to our small program size our ESL/ELA teachers are able to make specific pedagogical choices on what our students needs. Our curriculum has significant opportunity for students to read, write, listen, and speak. Our students read daily through our independent reading program and each day's lesson offers students several opportunities to write—in response to readings, teacher's prompts and formal assessments. As a way to prepare for the NYSESLAT and ELA Regents students practice listening and note-taking daily. Our program has a strong emphasis on developing student voice which entails having students talk to their peers and present information often.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?For ESL:
  - a. Our students do consistently well in tests taken in English. All our students are at least at the intermediate level and able to perform highly in English.
  - b. We do not use this assessment.
  - c. Native language is not formally used in developing lessons; however students can read books in their native language as their independent reading book. Our ELLs perform as well, or better, as other subgroups on our periodic assessment.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?  
All of our students are at least at the intermediate level and able to perform highly in English. Using teacher conferences, frequent one-on-one meetings, and frequent assessments, we are able to identify if they want additional resources.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Our students have the benefit of receiving constant support from teachers and ACs. From one-on-one conferences and frequent benchmarks and assessments, we are able to evaluate the success of our program.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
When necessary, Elizabeth Koster, who holds ESL certification, administers the HLIS, the informal oral interview, and the formal

initial assessment. We administer reading and writing diagnostics to identify students' levels.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
During student intake, Elizabeth Koster, who holds ESL certification, gives parents explanations, in written and oral form, of the three program choices. Parents are asked to choose one. They typically make a choice that same day.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
Based on NYSESLAT results, parents of students continuing as ELLs are sent entitlement letters in the mail. This is followed up by a phone call to the parent/guardian. The Parent Survey and Program Selection forms are collected by parents the same day they are distributed. These are secured in the principal's office, in a locked closet.
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.  
Based on parent choice and the NYSESLAT scores, students' needs are evaluated. All ELLs are given the push-in ESL model, and this is what parents have chosen on their preference forms.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
We use ATS reports to determine NYSESLAT eligibility. Counselors, parents, and content teachers are informed of the importance of the NYSESLAT and its schedule. ELLs are taken out of classes and, by Elizabeth Koster, ESL coordinator, are individually given the speaking section one day. They are given time one day for the listening section, another day for the reading section, and the writing section the last day. Absent students are given make-up days in order to ensure that they finish all four sections.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
Over the past few years, 100% of parents have chosen the ESL model.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 

Instruction is delivered through a Push-in model. Due to the nature of our school, instruction is delivered in an ungraded and heterogeneous environment. Students receive, from push-in, differentiated ESL instruction as a part of their content area classes. The instruction focuses on developing verbal and written language skills. Content area teachers also meet with the ESL teacher to receive feedback on their instruction in relation to ELLs.
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)?
 

By reviewing students' proficiency levels and ensuring that they have enough minutes of push-in as well as time in ELA class, students get the mandated amount of instructional time.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
 

The workshop model is the basic approach to all courses. 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, with the use of handouts and Smartboard, are used to ensure student understanding. Using sheltered English, content area teachers scaffold material through bridging, building schema, contextualization, and metacognitive development. These methods are in alignment with the CCLS by focusing on discourse, complex text, explanation, argumentation, purpose, structure of text, and vocabulary practices.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

We ensure that ELLs receive Regents exams in their native language. In their ELA classes, students are given independent reading time, and we offer books in students' native languages. They are evaluated in their native languages by their written responses and connections to whole-group texts.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

In order to ensure that ELLs are appropriately evaluated in all four modalities, students are given formal assessments (essays, tests, group projects, science labs) every two weeks in every class. They are also informally assessed (on their class participation) on a daily basis. Content teachers share their data with the ESL coordinator on a weekly basis.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

We are currently only running push-in, due to the small number of students at the school, and the parents' preferences. 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. Our instructional plan for all students--SIFE, newcomers--long-term ELLs, and former ELLs--varies and is differentiated based on the students' NYSESLAT scores and initial baseline assessments in all classes. The ESL coordinator ensures that teachers and advocate counselors are aware of former ELLs, and teachers are given strategies to use in the classroom in order to reach all students (modeling, sentence starters, vocabulary instruction, etc.)
7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
 

Teachers of ELL-SWDs use the Reading Strategies, a WBCBS designed Writing Process, and QTEL scaffolding techniques to support students in accessing academic content and to accelerate English language development. Teachers also use case-conferencing time to meet with our SPED and ESL teachers to discuss specific student strategies, successes, and concerns.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Content area curricula are developed cooperatively as a department to ensure the scope and sequence is well scaffolded and that along with content knowledge, students' skills are strengthened and developed. Teachers share weekly outlines with administration in order to receive feedback regarding differentiating instruction for ELL-SWDs. ELL-SWDs are also scheduled for a Literacy Intensive course with our SPED teacher once a cycle. This course provides additional content/skills support.

### Courses Taught in Languages Other than English

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

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

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

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

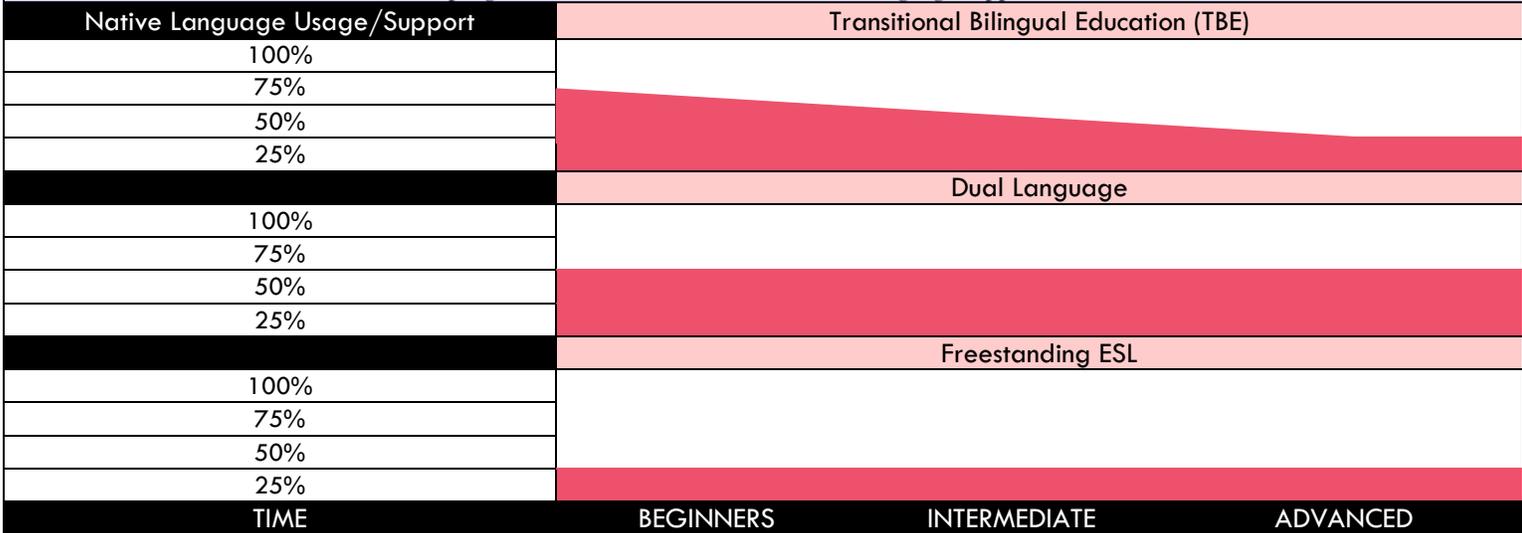
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- 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. Our ESL teacher also observes and provides feedback to content area teachers weekly.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program has been effective to meet the needs of our ELLs in both content and language development. We review data consistently--students are given informal assessments daily and formal assessments in all classes every two weeks, and the ESL coordinator meets with the advocate counselors and teachers every week in order to track each student's progress.
11. What new programs or improvements will be considered for the upcoming school year?
- For the upcoming school year, we will continue monthly professional development workshops. We have created and continue to utilize a resource manual based on QTEL trainings with lessons and strategies for teachers to use across subject areas. This is our first year using a push-in model along with direct ESL to content area teacher feedback on lessons, materials, and conferencing with students. Additionally, we have started a native language library.
12. What programs/services for ELLs will be discontinued and why?
- Currently no services will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- After school we have academic support available to students, including Regents tutoring and homework help. Eight weeks prior to the Regents we have a Saturday Academy Program to provide additional support for students taking exams.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- We are committed to using technology, visual aids, maps, word walls, and other manipulatives that support English Language Learners. All classrooms are equipped with a SMART board. We also offer a technology based mathematics course called "Dig/it" through the DOE.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is developed through both our Foreign Language Library and Foreign Language classes.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Students receive differentiated ESL instruction as a part of their content area classes. The instruction focuses on developing verbal and written language skills. Content area teachers also meet with the ESL teacher to receive feedback on their instruction in relation to ELLs..
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- We admit new students at the start of a cycle, three times a year. At this time students engage in an orientation that 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 that 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.
18. What language electives are offered to ELLs?
- Spanish is offered as the foreign language elective.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

### C. Professional Development and Support for School Staff

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

1. 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, which meets every two weeks, 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. Other PDs, for all content area teachers, have focused on departmental goal-setting, for ELLs and other students, and creating specific benchmarks to reach those goals.

2. All of West Brooklyn's professional development sessions are closely aligned with the Common Core Learning Standards. In addition, ESL teachers are given opportunities to participate in off-site professional development sessions that engage with Common Core and ELLs.

3. All students meet with their advocate counselors at least three times a week to ease the transition back to school. The ESL coordinator regularly meets with advocate counselors about ELLs' progress.

4. 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. Currently, our ESL teacher also provides specific feedback to content area teachers by sharing ways to scaffold materials, classroom observations, and lesson plan development. These records are maintained in a word file and are sent as attachments to teachers.

### D. Parental Involvement

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

### E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name: West Brooklyn Community High S**

**School DBN: 15K529**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Gloria Rosario	Principal		10/25/13
Nicole DeFino	Assistant Principal		10/25/13
Mercedes Cepedea-Lorenzo	Parent Coordinator		10/25/13
Elizabeth Koster	ESL Teacher		10/25/13
Olga Castillo	Parent		10/25/13
Erin Bauer	Teacher/Subject Area		10/25/13
Kevin Murphy	Teacher/Subject Area		10/25/13
	Coach		1/1/01
	Coach		1/1/01
Renita Ojada	Guidance Counselor		10/25/13
	Network Leader		10/25/13
	Other _____		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

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

Cluster: **Maldonado** Network: **107**

**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**

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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. This information is also shared through powerschools. 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. When possible we utilize our Alumni Network to provide translation services for Open School and family meetings

## Part B: Strategies and Activities

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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 identified during intake which takes place 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.

We will continue to nurture 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 interpretation are similar to the process for interpretation delineated in the question 1. Once the languages are identified during intake which takes place 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 nurture 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.