

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

15K529

School Name:

WEST BROOKLYN COMMUNITY HIGH SCHOOL

Principal:

GLORIA ROSARIO

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: West Brooklyn Community High School School Number (DBN): 15K529
Grades Served: 10-12
School Address: 1053 41st 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, EdD
UFT Chapter Leader: Frank Esposito
Parents' Association President: Iris Richman
SLT Chairperson: Mercedes Cepeda Lorenzo
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Sindy Paul
Student Representative(s): Jonathan Coimin
Seleny Peña

District Information

District: 15 Superintendent: Ms. LaShawn Robinson
Superintendent's Office Address: 1150 East New York Avenue, Room 304
Superintendent's Email Address: LRobinson5@schools.nyc.gov
Phone Number: 718-778-7305 Fax: 718-778-7385

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street, Rm 504, Brooklyn, NY 11201
Director's Email Address: BFitzge2@schools.nyc.gov
Phone Number: 347-225-5119 Fax: 718-935-2246

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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, EdD	*Principal or Designee	
Frank J. Esposito	*UFT Chapter Leader or Designee	
Zoraida Jimenez	*PA/PTA President or Designated Co-President	
Christina LaVeglia	DC 37 Representative (staff), if applicable	
Maria Vasquez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Yulissa Vasquez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Reina Irizarry	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Mercedes Cepeda Lorenzo	CBO Representative	
Malik Lewis	Member/ CSA Representative	
Olga Irizarry	Parent Association Secretary	
Antonio Marquez	Parent Association Member	
	Member/	
	Member/	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: 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 administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

West Brooklyn Community High School is a progressive, 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.

WB is a partnership between the DOE and GSS. We are a community of educators working together collaboratively to provide quality instruction and social emotional support to our students in order to prepare them for high school graduation, and, ultimately, for college and/or career.

West Brooklyn Community High School, a partnership school, will provide an accelerated, rigorous learning environment where overage, under-credited young people with a history or truancy, their families, and staff feel safe. Young people recommit to improve their attendance, accumulate credits, develop a life after West Brooklyn plan, and graduate with concrete next steps.

Our vision:

We continually co-create a community filled with intellectual curiosity, high engagement, laughter, and camaraderie.

Our students experience academic success in all forms, high expectations in the classrooms, excitement for learning, and positive peer support. As a result of these experiences, our students manifest a greater purpose for their lives and their communities and embody courage and compassion.

We are caring, thoughtful, role models who are equipped in youth development and social justice theory, to support our students in achieving these goals and meeting these expectations.

Our theory of action is centered on the systems and strategies regarding how older adolescents with a history of truancy learn best. This includes streamlining information and supporting the families and parents of our students.

Our partnership with Good Shepherd Services partner provides every parent or guardian with a primary person that they can rely on for updates about their child's progress. The advocate counselors also support in their child to develop new habits for academic success. 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, Jazz at Lincoln Center, and the 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 over \$3,000 to benefit our graduating seniors through the Zishan Rafi Memorial Scholarship, 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 in meeting learning standards, 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 2015-2016 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 participating in the AP Expansion program and developing ways for our student's families to be partners in this work.

15K529 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	10,11,12	Total Enrollment	207	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	4	# Music	1	# Drama
				1
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	71.1%	% Attendance Rate		71.9%
% Free Lunch	69.8%	% Reduced Lunch		6.5%
% Limited English Proficient	4.2%	% Students with Disabilities		19.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		14.9%
% Hispanic or Latino	58.1%	% Asian or Native Hawaiian/Pacific Islander		9.3%
% White	17.7%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.21	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		12.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		4.73
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	73.7%	Mathematics Performance at levels 3 & 4		50.8%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			

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

Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and 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 June’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, increasing the overall rigor of instruction and assessment and refining curriculum to reinforce more Regents-tested material more often, as measured by frequent observations utilizing the Danielson framework.

Teachers will be supported through weekly lesson feedback, frequent observations and post-observations,

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 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

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Frequent and thoughtful observations by Principal and Assistant Principal</p>	<p>Teachers</p>	<p>October 2015</p>	<p>Principal and Assistant Principal</p>
<p>Strategic planning meetings with each teacher to reflect on feedback data and identify next steps</p>	<p>Teachers</p>	<p>September 2015</p>	<p>Principal and Assistant Principal</p>
<p>Meaningful collaborative conversations about observation feedback by academic departments</p>	<p>Teachers</p>	<p>September 2015- June 2016</p>	<p>Principal and Assistant Principal</p>
<p>Teacher-to-teacher level support and feedback through Instructional Support Specialist workshops and one-on-one conversations.</p>	<p>Teachers</p>	<p>September 2015- June 2016</p>	<p>Principal and Assistant Principal</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Teacher leaders—department facilitators, instructional support specialist, and data specialist.</p>										
<p>Dedicated time in common schedule for department meetings, teacher professional development, and department facilitator meetings.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p><u>In addition to regular observations and lesson feedback meetings, 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</u></p>

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and 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

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 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

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Initial staff meeting in October to identify potential programming for students, families, and community members.</p>	<p>Students, their families, and community members.</p>	<p>During October staff professional development.</p>	<p>Leadership Team— principal, APO, director, and assistant director.</p>
<p>Identify staff members to coordinate the student –centered programming—Leadership Intern, Business Manager, and Assistant Principal.</p>	<p>Students, their families, and community members.</p>	<p>Weekly meetings with each staff member, programming will be communicated to all staff in community meetings.</p>	<p>Principal and Assistant Principal</p>
<p>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.</p>	<p>Students, their families, and community members.</p>	<p>Biweekly meetings and workshops with Groundswell artists, Learning to Work Coordinator, and Art Teacher.</p>	<p>Learning to Work Coordinator and Art Teacher.</p>
<p>Allow students to provide their thoughts, opinions, and suggestions to the greater West Brooklyn Community.</p>	<p>Students, their families, and community members.</p>	<p>During biweekly Community Leaders advisory program and monthly Community Gathering.</p>	<p>Leadership Team— principal, APO, director, and assistant director.</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ol style="list-style-type: none"> 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 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By January 2016 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 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and 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.

That being said, at several points and in many ways throughout the year, teachers have expressed an eagerness and willingness to conduct more peer observations and inter-visitations of their colleague’s practice to develop a more robust arsenal of pedagogical strategies. To that end, teachers will be supported and encouraged to participate in inter-visitations with their colleagues this year. Last year, of the 16 teachers at WBCHS, five, received “highly effective” MOTP ratings in Advance. This represents a pool of talent and expertise we intend to leverage to improve the instruction of our staff across the board.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of teachers will participate in and/or lead at least 3 peer inter-visitations and/or lab sites through which they will share and showcase best instructional practices.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>By October 2015 the principal will conduct an instructional round with each Department Facilitator.</p>	<p>Department Facilitators and their respective departments .</p>	<p>September 2015 - October 2015</p>	<p>Principal</p>
<p>By October 2015 the principal and assistant principal will conduct an instructional round with the departments they primarily support.</p>	<p>Department Facilitators and their respective departments .</p>	<p>October 2015 - November 2015</p>	<p>Principal and Assistant Principal</p>
<p>Starting November 2015, at least once each cycle, teachers will either lead/host or participate in a lab site or inter-visitation of a colleague’s practice and debrief with them afterwards about what they learned to develop their own practice in a pre-identified area of need.</p>	<p>All teachers</p>	<p>November 2015 - June 2016</p>	<p>Principal and Assistant Principal</p>
<p>Starting September 2015, each week departments will meet in order to shift their instruction and practice, share learnings from their inter-visitations and 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.</p>	<p>All teachers through their respective departments.</p>	<p>September 2014- June 2015</p>	<p>Principal and Assistant Principal</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ol style="list-style-type: none"> 1. Per Session funds to support the work of the Department Facilitators and Instructional Support Specialists. 2. Per Diem funds to cover classes so Department Facilitators can participate in the Instructional Rounds.

3. Dedicated time in the common schedule to host teacher professional development sessions, department meetings, and common planning time.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In January 2016 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.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Due to the unique nature of our partnership we have various systems that we have to manage and provide attention to in order to identify what the needs of our community are. Consequently, we survey all our staff often and use our monthly staff meetings as a method to gather the temperature of the community.

Our 2014-2015 SQR indicated that quality indicators 1.1 and 1.2 are developing, although we had begun the process of aligning instruction to a coherent set of beliefs about how students learn best.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of teachers will have opportunities to engage with the principal, the administrative team, and their colleagues around one Instructional Norm in order to re-engage students in their own learning as well as push the intensity and rigor of the learning experience. Through these multiple meetings and reflective discussions each staff member will promote open communication and foster an environment of trust and mutual support.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
100% of teachers will engage in an Initial Planning Conference where they review their data for 2014-2015,	Teachers	September 2015	Principal and Assistant Principal

their goal for the 2015-2016 academic year, make their observation option choice, and receive feedback on their goal(s).			
Departments will create a SMART goal for their department work for the 2015-2016 academic year which is aligned with the Instructional Focus for the year.	Teachers	September 2015- November 2015	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 2015- June 2016	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 2016- June 2016	Principal and Assistant Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and 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. Time and coaching for department facilitators so they are able to structure and support their department.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<u>In January 2016 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 design the next meeting and potential work product.</u>
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and 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

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 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

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>By November 2015 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.</p>	<p>All Staff</p>	<p>November 2015</p>	<p>Principal</p>
<p>By December 2015 the LaWB committee will begin their standard bimonthly meetings, with their goal of establishing the student portfolio and annual retreat.</p>	<p>LaWB Committee: comprised of teachers, counselors, and administrators</p>	<p>December 2015-June 2016</p>	<p>Principal</p>
<p>By March 2016, the LaWB committee will present data and goals for West Brooklyn’s post-secondary work.</p>	<p>All Staff</p>	<p>February-March 2016</p>	<p>Principal</p>
<p>By June 2016, at least 75% of all staff will have participated in at least one LaWB event or the annual retreat.</p>	<p>All Staff</p>	<p>November 2015- June 2016</p>	<p>Principal</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<ol style="list-style-type: none"> 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. 										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
	<p>Tax Levy</p>	<p>X</p>	<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>	<p>Title III, Part A</p>	<p>Title III, Immigrant</p>	

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016 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 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	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>Mathematics</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</p> <p>One-on-one Tutoring</p>	<p>Thursday 3:00-3:45pm</p>
<p>Science</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</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</p>	<p>Small group instruction</p> <p>One-on-one Tutoring</p>	<p>Thursday 3:00-3:45pm</p>

	<p>afterschool component to provide the necessary additional scaffolds.</p>	<p>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>Social Studies</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</p>	<p>Small group instruction</p> <p>One-on-one Tutoring</p>	<p>Thursday 3:00-3:45pm</p>

		<p>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>At-risk services (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</p> <p>One-on-one Tutoring</p>	<p>Thursday 3:00-3:45pm</p>

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- 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	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

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.
<p>There are several things that we do in order to attract HQT and maintain HQT, such as:</p> <p>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.</p> <p>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.</p> <p>From this process we have been able to hire exceptional candidates that believe in our mission.</p> <p>2. Detailed Job Posting (Recruitment) : Our job posting delineates what a teacher needs to have in order to meet our expectations.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>

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 activities and strategies for high quality professional development for teachers, principals, 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 Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	134,811.00	X	Teachers will demonstrate growth as documented by component 3b in the Danielson Framework. There will be an increase in student-centered programming. Graduating students will experience a

				post-secondary portfolio, following our Life after West Brooklyn roadmap.
Title II, Part A	Federal	0	N/A	N/A
Title III, Part A	Federal	0	N/A	N/A
Title III, Immigrant	Federal	0	N/A	N/A
Tax Levy (FSF)	Local	1,661,837.00	X	Teachers will experience at least 3 intervisitations. Teachers will experience a robust system of individualized support. Teacher leaders will be provided differentiated professional development.

¹Explanation/Background:

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

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **West Brooklyn Community High School** , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school’s Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school’s Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school’s Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

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

0. 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.

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 **s**tudent, the **t**eacher, and a **a**dvocate **c**ounselor 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!

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DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 15	Borough Brooklyn	School Number 529
School Name West Brooklyn Community High School		

B. Language Allocation Policy Team Composition

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

Principal Gloria Rosario Wallace, EdD	Assistant Principal Malik Lewis
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Elizabeth Koster	School Counselor Renita Ojada
Teacher/Subject Area Kevin Murphy/ELA	Parent Zoraida Jimenez
Teacher/Subject Area Erin Bauer/ELA	Parent Coordinator Mercedes Cepeda-Lorenzo
Related-Service Provider N/A	Borough Field Support Center Staff Member N/A
Superintendent LaShawn Robinson	Other (Name and Title) N/A

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	200	Total number of ELLs	9	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	3	Developing ELLs (ELLs receiving service 4-6 years)	2	Long-Term (ELLs receiving service 7 or more 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.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	0	0	0	2	1	1	7	2	6	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

Freestanding English as a New 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	0
Chinese														0
Russian												1		0
Bengali														0
Urdu														0
Arabic											1			0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)											2			0
Expanding (Advanced)											3	3	1	0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	7		0	
Integrated Algebra/CC Algebra	6		4	
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment	5		5	
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	6		0	
Geography				
US History and Government	3		2	
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
Paste response to questions here:
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Paste response to question here:
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Paste response to question here:
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?**Paste response to questions here:**
- Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]
Paste response to question here:
- How do you make sure that a student's new language development is considered in instructional decisions?
Paste response to question here:
- For dual language programs, answer the following:
 - How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?**Paste response to questions here:**

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

Paste response to question here:

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
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. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
Students are assessed at intake.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
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.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
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..
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
Parents are in daily communication with their child's advocate counselor, they are able to contact them directly to begin the appeal process.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
Over the past few years, 100% of parents have chosen the ESL model. This is what we offer at West Brooklyn Community HS.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
We conduct individual outreach until we hear from each student's family.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
We conduct individual outreach until we hear from each student's family.
9. Describe how your school ensures that placement parent notification letters are distributed.
Advocate Counselors are notified of which of their students need notification letters and then either mail the letters home or deliver them in person during a home visit.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All student files are maintained and updated by the students' Advocate Counselor and ESL Coordinator.
11. 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.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Following the same process as in question # 9.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Over the past few years, 100% of parents have chosen the ESL model. This is what we offer at West Brooklyn Community HS.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
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.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 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 core content is delivered in each program model. 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 home 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 each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status

Chart	<p>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.)</p>
7.	<p>For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to <i>ELL Policy and Reference Guide, Re-Identification of ELL Status</i> section.</p> <p>Students receive biweekly academic counseling sessions, through this process we can monitor each student's academic progress.</p>
8.	<p>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?</p> <p>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.</p>
9.	<p>How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?</p> <p>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.</p>

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
Chart					
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

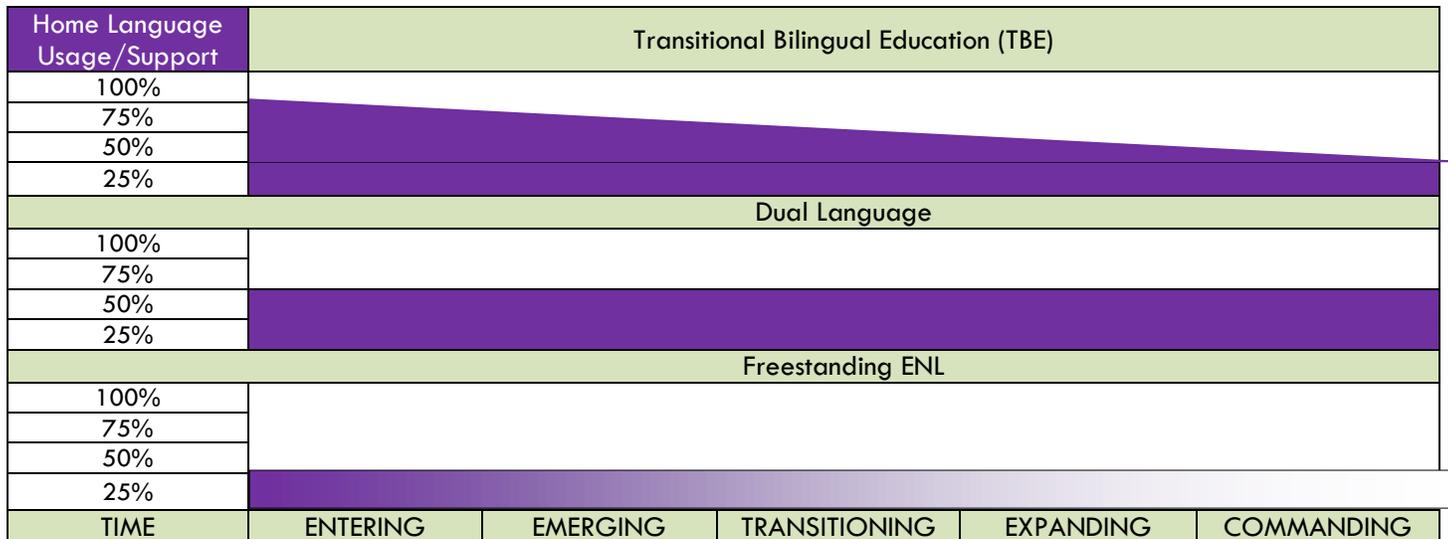


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
11. 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.
12. What new programs or improvements will be considered for the upcoming school year?
None at this time.
13. What programs/services for ELLs will be discontinued and why?
None at this time, the data demonstrates that we do not need to deviate from our current program.
14. 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.
15. What instructional materials, including technology, are used to support ELLs? Include core 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.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
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. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
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. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
We begin each trimester with a whole-school orientation to welcome and engage all of our subgroups.
19. What language electives are offered to ELLs?
Spanish is offered as the foreign language elective.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
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. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
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. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
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. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

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.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
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. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Based on the parent's suggestions and feedback we modify as needed.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
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.
5. How do you evaluate the needs of the parents?
Paste response 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.to question here:
6. How do your parental involvement activities address the needs of the parents?
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.

D. Additional Information

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

N/A

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Gloria Rosario Wallace, EdD	Principal		11/9/15
Malik Lewis	Assistant Principal		11/9/15
Mercedes Cepeda-Lorenzo	Parent Coordinator		11/9/15
Elizabeth Koster	ENL/Bilingual Teacher		11/9/15
Zoraida Jimenez	Parent		11/9/15
Erin Bauer	Teacher/Subject Area		11/9/15
Kevin Murphy	Teacher/Subject Area		11/9/15
	Coach		
	Coach		
Renita Ojada	School Counselor		11/9/15
LaShawn Robinson	Superintendent		11/9/15
	Borough Field Support Center Staff Member _____		11/9/15
	Other _____		11/9/15
	Other _____		11/9/15
	Other _____		11/9/15

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

C. School Information

District 15	Borough Brooklyn	School Number 529
School Name West Brooklyn Community High School		

D. Language Allocation Policy Team Composition

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

Principal Gloria Rosario Wallace, EdD	Assistant Principal Malik Lewis
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Elizabeth Koster	School Counselor Renita Ojada
Teacher/Subject Area Kevin Murphy/ELA	Parent Zoraida Jimenez
Teacher/Subject Area Erin Bauer/ELA	Parent Coordinator Mercedes Cepeda-Lorenzo
Related-Service Provider N/A	Borough Field Support Center Staff Member N/A
Superintendent LaShawn Robinson	Other (Name and Title) N/A

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	212	Total number of ELLs	13	ELLs as share of total student population (%)	6.13%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	10
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more years)	12

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	1	0	0	0	0	0	12	1	10	13
Total	1	0	0	0	0	0	12	1	10	13

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____

Number of students who speak three or more languages: _____

Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish											2	8	2	12
Chinese														0
Russian											1	0		1
Bengali														0
Urdu														0
Arabic											0			0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	3	8	2	13									

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 (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)											2			2
Expanding (Advanced)											3	3	1	7
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	5	3	1	9

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	11	11	0	
Integrated Algebra	8	8	3	
Geometry	0	0	0	
Algebra 2/Trigonometry	0	0	0	
Math _____	11	11	0	
Biology	0	0	0	
Chemistry	0	0	0	
Earth Science	0	0	0	
Living Environment	1	1	0	
Physics	0	0		

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	10	10	1	
US History and Foreign Language	11	11	2	
Government				
Other _____				
Other _____				
NYSAA ELA	0	0		
NYSAA Mathematics	0	0		
NYSAA Social Studies	0	0		
NYSAA Science	0	0		

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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:

9. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments)? What insights does the data provide about your ELLs? How will this data help inform your school’s instructional plan? 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.
10. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The school does not receive new admits and does not 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. All of our students, save one, are expanding.
11. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
 We use data from the staff report in an annual review with the staff. The admin team monitors the data in weekly cabinet meetings. However, due to our small ELL population (6% of our total), they are not considered a subgroup. Our main subgroup is overage, under-credited students and Latino males. The data reveals that we are most successful with students whose attendance patterns changed positively. The data also reveals that we are most successful with a six-year graduation cohort, as opposed to a four-year graduation metric.
12. For each program, answer the following:
 - d. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - e. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - f. What is the school learning about ELLs from the periodic assessments? How is the home language used?
 For ESL (which is the only program we offer):
 - 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.
13. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]
We are a high school.
14. 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.
15. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- N/A
16. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
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.

14. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.
We don't give the LAB or NYSITELL, or the HLIS, as we do not take new ELLs (we are a transfer school).
15. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
Students are assessed at intake, within 30 days of enrollment, to determine reading, writing, and math levels, both instructionally and independently.
16. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).
The Language Proficiency Team (Elizabeth Koster and Kevin Murphy, who hold ESL certification, Gloria Rosario and Malik Lewis (Principal and AP), and Mercedes (Parent Coordinator), as well as Special Education teacher Megan Myrie, all identify newly enrolled students with IEPs, 20 days after the intake date.
17. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
Based on NYSESLAT results, parents of students continuing as ELLs are sent entitlement letters, in parents' preferred language, in the mail, by the Language Proficiency Team (see #3 for names and titles). 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. They are asked at family meeting and are then logged into ATS. These are secured in the principal's office, in a locked closet..
18. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section).
We don't take new ELLs; this question is not applicable to our school.
19. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
Over the past few years, 100% of parents have chosen the ESL model. This is what we offer at West Brooklyn Community HS. During student intake, the Language Proficiency Team (Elizabeth Koster and Kevin Murphy, who hold ESL certification, Gloria Rosario and Malik Lewis (Principal and AP), and Mercedes (Parent Coordinator) give parents explanations, in written and oral form, in parents' preferred language, of the three program choices. Parents are asked to choose one. They typically make a choice that same day. Therefore, the timeline is: one day. We receive back all letters, but in the event that one is missing, we contact the parents by phone.

20. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
- The Language Proficiency Team (see #3 for names and titles) conduct individual outreach until we hear from each student's family. We get envelopes from the DOE and distribute these to students' advocate counselors, who call home. Parents fill it out, in their preferred language, at home or at school. Parents are given incentives to complete the form (i.e. gift cards to Target).
21. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- The Language Proficiency Team (see #3 for names and titles) conduct individual outreach (phone calls, home visits) until we hear from each student's family. Forms are locked in the principal's closet.
22. Describe how your school ensures that placement parent notification letters are distributed.
- Advocate Counselors are notified of which of their students need notification letters and then either mail the letters home or deliver them in person during a home visit. These are in parents' preferred language.
23. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- All student files are maintained and updated by the students' Advocate Counselor and ESL Coordinator. They are locked and stored in the principal's office.
24. 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 (the students are already in the system when they arrive, since we are a transfer school). 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.
25. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- Advocate Counselors are notified by the Language Proficiency Team of which students need notification letters of continued entitlement and transitional support, and then either mail the letters home or deliver them in person during a home visit. These are in parents' preferred language.
26. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
- Over the past few years, 100% of parents have chosen the ESL model (but are given options for TBE and DL, as per ASPIRA Consent Decree). ESL is what we offer at West Brooklyn Community HS.

Part V: ELL Programming

B. Programming and Scheduling Information

21. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
- d. Freestanding ENL program.
- Instruction is delivered through a Push-in model. Due to the nature of our school, instruction is delivered in an ungraded and integrated 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.
- e. TBE program. *If applicable.*
- N/A
- f. DL program. *If applicable.*
- N/A

22. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- b. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 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. We only have one transitioning student; the rest are expanding. They all receive 180 minutes/week of ENL in their content area classes.
23. Describe how core content is delivered in each program model. 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.
24. How do you ensure that ELLs are appropriately evaluated in their home 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.
25. 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, tudents 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.
26. How do you differentiate instruction for each of the following ELL subgroups?
- f. SIFE
g. Newcomer
h. Developing
i. Long Term
j. Former ELLs up to two years after exiting ELL status
- We are currently only running push-in, due to the small number of students at the school, the students' high level, 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.
- a, b, c, AND d. Our instructional plan for SIFE, newcomer, developing, and long term students is differentiated based on the students' NYSESLAT scores and initial baseline assessments in all classes. All students learn the 7 habits of proficient readers and are provided sentence starters, graphic organizers, models, visuals; they learn cognates and the revision process. They are given multiple entry points (for example, an ELL might make a personal connection while reading, and a high-level student will ask a higher-level question.)
- Test accommodations include: extended time, flexible setting, bilingual glossary, use of English and alternate language test forms, flexible response format, and, when applicable, test content read aloud 3x instead of 2x.
- e. Former ELLs receive 90 minutes of ENL instruction per week for up to two years.
Test accommodations for former ELLs are the same as those for current ELLs.
There is regular consultation between the ESL teacher and mainstream teachers, when the monitoring of their progress indicates a need for such intervention. 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.)
27. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.
We do not take new ELLs, since we are a transfer school. This does not apply to us. Students are already identified as ELLs when they arrive here.
28. 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 WBCHS 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

Chart 5.1 Time to meet with our SPED and ESL teachers to discuss specific student strategies, successes, and concerns. The SPED teacher updates as per 408 compliance.

29. How does your school use curricular, instructional, and scheduling flexibility to enable 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. We do not have ICT classes; we only offer SETTs, which SPEDs have one period each day. They have 5 periods of classes with non-SPED peers.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
Chart 5.2 STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

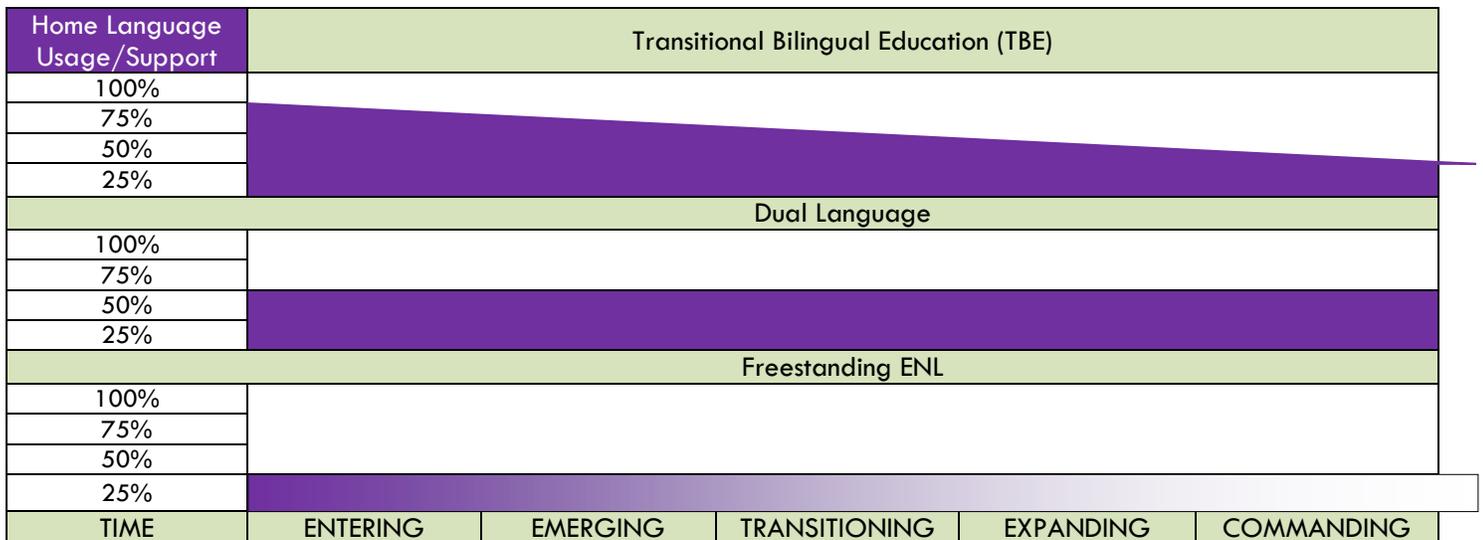


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



E. Programming and Scheduling Information--Continued

30. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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 (ELA, math, social studies, and science) during a weekly case conferencing time. During this time, student updates are given, including assessment results and important observations about their academic needs. There are office hours once a week for one-on-one meetings with students, and STACs (meetings with student, teacher, and advocate counselor) as needed. 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.
31. 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 (tests, essays, projects) in all classes every two weeks, and the ESL coordinator meets with the advocate counselors and teachers (ELA, social studies, math, and science) every week in order to track each student's progress. All teachers are sent updated lists of ELLs, along with teaching strategies.
32. What new programs or improvements will be considered for the upcoming school year?
None at this time.
33. What programs/services for ELLs will be discontinued and why?
None at this time, the data demonstrates that we do not need to deviate from our current program.
34. 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 all students (ELL and non-ELL), 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. ELLs fully participate.
35. What instructional materials, including technology, are used to support ELLs? Include core 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.
36. How is home language support delivered in each program model (DL, TBE, and ENL)?
As we only offer ENL, 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..
37. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
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. The Language Proficiency Team administers an intake exam that determines their ability and grade levels for math and ELS. 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 meets twice a week and 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.
38. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
We begin each trimester with a whole-school orientation to welcome and engage all of our subgroups. However, we don't have a 9th grade; we don't admit newly enrolled ELLs.
39. What language electives are offered to ELLs?
Spanish is offered as the foreign language elective.
40. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

F. Professional Development and Support for School Staff

5. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
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. The dates for the PDs: 9/22, 10/13, 11/3, 12/22, 1/19, 2/1, 3/22, 4/19, 5/31, 6/7.
6. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
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.
7. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
We are a high school without a 9th grade; therefore, this question is N/A.
8. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
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.
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, and which all teachers attend, 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.
All of West Brooklyn's professional development sessions are closely aligned with the Common Core Learning Standards. These help teachers learn strategies to align common core strategies with ELLs' needs. In addition, ESL teachers are given opportunities to participate in off-site professional development sessions that engage with Common Core and ELLs.

G. Parental Involvement

7. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
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 (the advocate counselor) to find out how their child is doing, they do not need to be in contact with 7 different people. These meetings are outside of regularly scheduled PT conferences and orientation.
8. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
9. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Based on the parent's suggestions and feedback, which we obtain from in-person meetings and phone calls, we modify as needed. Records are locked in the principal's closet. 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 (the advocate counselor) to find out how their child is doing, they do not need to be in contact with 7 different people. These meetings are outside of regularly scheduled PT conferences and orientation.
10. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? 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.
11. How do you evaluate the needs of the parents?
Paste response 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.to question here:
12. How do your parental involvement activities address the needs of the parents?
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.

H. Additional Information

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

Part VI: LAP Assurances

School Name: <u>West Brooklyn Community High S</u>			School DBN: <u>15K529</u>
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Gloria Rosario Wallace, EdD	Principal		11/9/15
Malik Lewis	Assistant Principal		11/9/15
Mercedes Cepeda-Lorenzo	Parent Coordinator		11/9/15
Elizabeth Koster	ENL/Bilingual Teacher		11/9/15
Zoraida Jimenez	Parent		11/9/15
Erin Bauer	Teacher/Subject Area		11/9/15
Kevin Murphy	Teacher/Subject Area		11/9/15
	Coach		
	Coach		
Renita Ojada	School Counselor		11/9/15
LaShawn Robinson	Superintendent		11/9/15
	Borough Field Support Center Staff Member		11/9/15
	Other _____		11/9/15
	Other _____		11/9/15
	Other _____		11/9/15