2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 15K529
School Name: WEST BROOKLYN COMMUNITY HIGH SCHOOL
Principal: MALIK LEWIS
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
BEDS Code: 331500011529
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: MLewis23@schools.nyc.gov
Principal: Malik Lewis, IA
UFT Chapter Leader: Frank Esposito
Parents’ Association President: Ana Vazquez, Parent
SLT Chairperson: Sasha Gittens
Title I Parent Representative (or Parent Advisory Council Chairperson): Farzana Edward
Student Representative(s): Isaiah Edward, Denny De LosSantos, Karen Dette
CBO Representative:

District Information

Geographical District: 15
Superintendent: Mr. Paul Rotondo
Superintendent’s Office Address: 198 Forsyth Street New York, NY 10002
Superintendent’s Email Address: PRotond@schools.nyc.gov
Phone Number: 646-654-1261
Fax: 646-654-1742
<table>
<thead>
<tr>
<th>Field Support Center (FSC)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FSC:</strong> Brooklyn North</td>
</tr>
<tr>
<td><strong>Executive Director’s Office Address:</strong> 131 Livingston Street, Rm 504, Brooklyn, NY 11201</td>
</tr>
<tr>
<td><strong>Executive Director’s Email Address:</strong> <a href="mailto:BFitze2@schools.nyc.gov">BFitze2@schools.nyc.gov</a></td>
</tr>
<tr>
<td><strong>Phone Number:</strong> 347-225-5119</td>
</tr>
</tbody>
</table>
**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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malik Lewis, IA</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Frank J. Esposito, ELA and Special Education Teacher</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Ana Vazquez, Parent</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Íbelisse DeLosSantos, Parent</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Denny De LosSantos</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Isaiah Edward</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Karen Dette</td>
<td>CBO Representative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td>Farzana Edward, Parent</td>
<td>Parent Association Secretary</td>
<td></td>
</tr>
<tr>
<td>Antonio Marquez, Parent</td>
<td>Parent Association Member</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Idris O'Brien</td>
<td>Member/Social Studies Teacher and COSA</td>
<td></td>
</tr>
<tr>
<td>Afir Graves</td>
<td>Member/ Social Studies Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
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<td>Member/</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
</tr>
</tbody>
</table>

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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

**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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
</tr>
</tbody>
</table>
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 historically 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.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

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.

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 theory of action under-girding this year’s work and CEP goals is that regular cycles of observation and feedback to both teachers and students will drive standards-based growth in key areas of performance as measured by Advance and MoSLs. Through continued instructional coaching of teachers, inter-visitations, lesson studies and lesson debrief discussions as facilitated through our participation in the Learning Partners Program as well as the development of academic behaviors of students in most classes through the use of tools to help students self-monitor authentic engagement and develop “grit” and a “growth mindset”, both students and teachers will develop their capacity for self-directed learning and growth utilizing the resources and supports available to them within the context of the extended school community.

in 2017-2018 we introduced Professional Learning Communities for our teaching team. Through this initiative we have made significant changes to our grading policy and have moved our focus on racial equity into our theory of action.

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 Groundswell, Jazz at Lincoln Center, and the BAM Brooklyn Reads Project.

3. Describe any special student populations and what their specific needs are.

Our school is designed to serve overage, under-credited high school students; with the intent to help the students graduate with their 6th, 7th, or 8th year cohort.

4. Identify 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’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.

In the feedback shared through the PPO visits and our Quality Review from 2016-2017 we identified that Pedagogy is our key area of growth. As a result we have identify various ways to enhance the learning in the classroom. Additionally, we continue to improve our system for College and Career readiness, we only earned a 33% in how many students successfully completed an approved college or career preparatory course or assessment. As we continue to implement AP courses, we hope to positively impact this metric.

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 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 as College Access for All.
School Demographics and Accountability Snapshot for 15K529

<table>
<thead>
<tr>
<th>School Configuration (2018-19)</th>
<th>09,10,11,12</th>
<th>Total Enrollment (2017-18)</th>
<th>226</th>
<th>SIG Recipient (Y/N)</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Learner Programs (2018-19)</td>
<td>N/A</td>
<td>Dual Language</td>
<td>N/A</td>
<td>Self-Contained English as a Second Language</td>
<td>N/A</td>
</tr>
<tr>
<td>Special Education Programs/Number of Students (2015-16)</td>
<td># Special Classes (ELA)</td>
<td>1</td>
<td># SETSS (ELA)</td>
<td>76</td>
<td># Integrated Collaborative Teaching (ELA)</td>
</tr>
<tr>
<td># Special Classes (Math)</td>
<td>1</td>
<td># SETSS (Math)</td>
<td>55</td>
<td># Integrated Collaborative Teaching (Math)</td>
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<tr>
<td># Visual Arts</td>
<td>4</td>
<td># Music</td>
<td>4</td>
<td># Drama</td>
<td>3</td>
</tr>
<tr>
<td># Foreign Language</td>
<td>4</td>
<td></td>
<td></td>
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<table>
<thead>
<tr>
<th>School Composition (2017-18)</th>
<th>% Title I Population</th>
<th>78.0%</th>
<th>% Attendance Rate</th>
<th>63.4%</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Free Lunch</td>
<td>74.8%</td>
<td>% Reduced Lunch</td>
<td>3.1%</td>
<td></td>
</tr>
<tr>
<td>% Limited English Proficient</td>
<td>6.6%</td>
<td>% Students with Disabilities</td>
<td>36.3%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Racial/Ethnic Origin (2017-18)</th>
<th>% American Indian or Alaska Native</th>
<th>0.4%</th>
<th>% Black or African American</th>
<th>13.3%</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Hispanic or Latino</td>
<td>70.8%</td>
<td>% Asian or Native Hawaiian/Pacific Islander</td>
<td>4.4%</td>
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</tr>
<tr>
<td>% White</td>
<td>11.1%</td>
<td>% Multi-Racial</td>
<td>0.4%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Years Principal Assigned to School (2018-19)</th>
<th>0.1</th>
<th># of Assistant Principals (2016-17)</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Teachers with No Valid Teaching Certificate</td>
<td>6%</td>
<td>% Teaching Out of Certification</td>
<td>31%</td>
</tr>
<tr>
<td>% Teaching with Fewer Than 3 Years of Experience</td>
<td>0%</td>
<td>Average Teacher Absences (2014-15)</td>
<td>6.5</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Student Performance for Elementary and Middle Schools (2017-18)</th>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>N/A</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science Performance at levels 3 &amp; 4 (4th Grade) (2016-17)</td>
<td>N/A</td>
<td>Science Performance at levels 3 &amp; 4 (8th Grade) (2016-17)</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Student Performance for High Schools (2016-17)</td>
<td>ELA Performance at levels 3 &amp; 4</td>
<td>28%</td>
<td>Mathematics Performance at levels 3 &amp; 4</td>
<td>46%</td>
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<tr>
<td>Global History Performance at levels 3 &amp; 4</td>
<td>33%</td>
<td>US History Performance at Levels 3 &amp; 4</td>
<td>28%</td>
<td></td>
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<tr>
<td>4 Year Graduation Rate</td>
<td>9.3%</td>
<td>6 Year Graduation Rate (2011 Cohort)</td>
<td>36.1%</td>
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<tr>
<td>Regents Diploma w/ Advanced Designation</td>
<td>0.0%</td>
<td>% ELA/Math Aspirational Performance Measures (2015-16)</td>
<td>1%</td>
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<thead>
<tr>
<th>Overall NYSED Accountability Status (2018-19)</th>
<th>Reward</th>
<th>No Recognition</th>
<th>N/A</th>
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<tbody>
<tr>
<td>In Good Standing</td>
<td>Yes</td>
<td>Local Assistance Plan</td>
<td>No</td>
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<tr>
<td>Focus District</td>
<td>Yes</td>
<td>Focus School Identified by a Focus District</td>
<td>No</td>
</tr>
<tr>
<td>Priority School</td>
<td>No</td>
<td>Focus Subgroups</td>
<td>N/A</td>
</tr>
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Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

Elementary/Middle School

Met Adequate Yearly Progress (AYP) in ELA (2016-17)

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<td>Students with Disabilities</td>
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<td>Limited English Proficient</td>
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<tr>
<td>Economically Disadvantaged</td>
<td>N/A</td>
<td>ALL STUDENTS</td>
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Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)

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<td>Economically Disadvantaged</td>
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Met Adequate Yearly Progress (AYP) in Science (2016-17)

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High School

Met Adequate Yearly Progress (AYP) in ELA (2016-17)

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Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)

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Met Adequate Yearly Progress (AYP) in Graduation (2016-17)

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</table>
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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

For the past two years, one strength about our school has been that all of the teachers at West Brooklyn Community High school have been rated overall Effective and Highly Effective according to their combined MOTP and MOSL scores. Of our 16 teachers, only 3 were rated Developing for their instructional practice with the rest receiving Effective and Highly Effective scores in Advance. Despite the relative efficacy of our teachers instructionally, a weakness of the school has been that student performance and impressions seemingly don't match our expectations based on the quality of teacher practice. Credit accumulation among students is at an average of 50% over the course of the year and scholarship rates for most courses is equally low. While teachers earned approximate 80% favorable marks on Pedagogical Effectiveness, Rigorous Expectations and Classroom Climate and Teacher-Student Relationships according to our most recent Student Perceptions Survey, they earned on average only 60% favorable marks on Classroom Engagement. We believe that students learn best in engaging classrooms with clearly defined goals and necessary supports and scaffolds to help all students succeed.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, 80% (approximately 13 of 16) teachers will receive overall Effective or Highly Effective ratings on component 3C: Engagement in Advance.
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
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<tbody>
<tr>
<td>• Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>• 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).</td>
</tr>
<tr>
<td>Target Group(s)</td>
</tr>
<tr>
<td>Teachers</td>
</tr>
</tbody>
</table>

Regular and targeted observational rounds by Principal; through these observations special emphasis will be placed on our various subgroups: ELLs, SWDs, and OAUC students. In the post-observation conversations every teacher will receive specific feedback on how to best meet the needs of each subgroup and general noticing from the aggregate observational data at the end of each round.

First round of PLC inquiry work around component 3C framed around the question, "What practices are teachers using to impact student engagement?" Through the course of their cycle-long inquiry, PLC members will explore student data, look at student work, conduct intervisitation and talk to teachers and students. This first round of PLC inquiry will culminate at the end of the cycle with a presentation by each group of strategies observed or introduced to increase student engagement.

Meaningful collaborative conversations about observation feedback by academic departments with special emphasis will on our various subgroups: ELLs, SWDs, and OAUC students.

Teacher-to-teacher level support and feedback through Instructional Support Specialist workshops and one-on-one conversations. These workshops and individual conversations are grounded in specific literacy strategies for our various subgroups: ELLs, SWDs, and OAUC students.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parents and families are invited to open houses which are held each cycle; these events allow for families to engage with their child’s teachers specifically about the academic core and instructional goals.

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.
Teacher leaders department facilitators, instructional support specialist, and data specialist.

Dedicated time in common schedule for department meetings, teacher professional development, and department facilitator meetings.

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

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<th>Tax Levy</th>
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<td>PTA Funded</td>
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<td>In Kind</td>
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<td>Other</td>
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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.

Over the course of the year, there will be three two-week-long rounds of observations from which the overall ratings of teachers will be compared against the goal and the progress towards the goal in the previous round of observations. Each round will be followed by a sharing of best practices seen during the observations and some general highs and lows observed in various classrooms.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

We will primarily use Advance data to assess our progress and completion of this goal. We will also reference Student Perception Surveys to triangulate our perception and expectations about student engagement against student perceptions.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

Last year, the S-cohort attendance rate at West Brooklyn Community High School was 68.3%. This represents a slide from 71% the previous year and 76.5% the year before that. We recognize that attendance and credit accumulation go hand-in-hand. Students that don’t regularly attend classes often don’t develop the skills necessary to pass. Historically, many of our students start strong at WBCHS and trail off as they approach their final year. To meet our graduation targets, we have set increasing the attendance rate for our graduating seniors for this year.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, we will maintain a 72% yearly average attendance for our S-cohort students.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s) What will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial school-wide calendar planning with an emphasis on generating sufficient and engaging school wide programming designed to reach all student groups.</td>
<td>Admin Team</td>
<td>By October 2018</td>
<td>Principal, Director, and Assistant Director</td>
</tr>
<tr>
<td>First round of PLC inquiry work around our graduating seniors (mostly students in the S-Cohort) framed around the question, &quot;What strategies help our seniors progress towards graduation?&quot; Through the course of their cycle-long inquiry, PLC members will explore student data, attendance, conduct intervisitation and talk to teachers and students. This first round of PLC inquiry will culminate at the end of the cycle with a presentation by each group of strategies observed of introduced to improve the attendance, credit accumulation and overall school engagement of our seniors.</td>
<td>Teachers</td>
<td>Weekly PLC Meetings and AC-Teacher Meetings</td>
<td>PLC Facilitators and Participants and Advocate Counselors</td>
</tr>
<tr>
<td>Departments will map out their trips, speakers, and interventions and align them to their department goal(s).</td>
<td>Teachers</td>
<td>Through biweekly meeting with Department Facilitators.</td>
<td>Principal and Department Heads</td>
</tr>
<tr>
<td>End of Year meetings with each teacher to review their previously stated goal(s), department goal(s), the EOY meetings have an emphasis on meeting the needs of all our students especially students in our subgroups: ELLs, SWDs, and OAUC students.</td>
<td>Teachers</td>
<td>May 2019-June 2019</td>
<td>Principal and Assistant Principal</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

We utilize the primary relationship between the ACs and the families as a way to provide consistent support to their children at home.

### 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. 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. Per session for PLC and teacher teams to meet and plan interventions.

4. 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.

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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 December, we will have ended one cycle at WBCHS and our first round of PLCs where we can assess the success of our attempts to improve S-Cohort attendance, establish new goals for the following cycle towards the overall yearly rate and share best practices to re-engage consistently absent students.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

We will use ATS attendance data and Skedula to enter and monitor student attendance -- particularly students in the S-Cohort.

**Part 5c.** In February 2019, 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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
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<td>1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.</td>
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<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
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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.

This year, building on last year’s work to support increased collaboration and intervisitations, we will use our Department Facilitator structure to support intervisitations—as well as support our highly effective teachers in opening their classrooms to their colleagues. Based on the 2015-2016 student Tripod survey students favorably rated the rigorous expectations (82%) held by their teachers as well as the Pedagogical Effectiveness (81%); however teachers have continued to express a desire to work thoughtfully together.

We have also restructured our Professional Development schedule to allow for more interdepartmental work in the form of teacher-led PLCs.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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.</th>
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<td>By June 2019, 90% of teachers will rate their professional development experience as positive in post-PLC exit tickets.</td>
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</table>
### Part 3a – Action Plan

<table>
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<tr>
<th>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:</th>
<th>Target Group(s)</th>
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<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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| • Evidence-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). | Department Facilitators and their respective departments | September 2018 - October 2018 | Principal |

By October 2018 the principal will conduct an instructional round with each Department Facilitator; the purpose of these instructional rounds are to examine the class ethos through the lens of our subgroups: ELLs, SWDs, and OAUC students.

Starting November 2018, at least once each cycle, teachers will either lead/host or participate in a lab site or inter-visitiation 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 with special emphasis on our various subgroups: ELLs, SWDs, and OAUC students.

Starting September 2018, all teachers will be organized in goal-specific PLCs.

Starting in September 2018, teachers participating in PLCs will meet to discuss best practices for teacher collaboration focusing on data, lesson plans and student work. Those teachers will share what they learned and practiced with the departments during weekly department meetings and/or during monthly Teacher PDs with special emphasis on our various subgroups: ELLs, SWDs, and OAUC students.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Utilizing Open School meetings, PTA Meetings and town halls as a way to welcome families into this work and share with them some of our successes and areas for growth.

### 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. 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.

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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.

In January 2019, all departments will have mid-year meetings where they review their data (Regents performance, course scholarship, attendance and student work) and reflect on next steps. From this mid-point check-in, teachers will be asked to assess the quality and relevance of the professional development for the year before they select a new topic of inquiry or professional learning.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Teachers will provide PLC facilitators with reflections and feedback about the efficacy of each weekly PLC meeting which will be compiled in their notes.

Part 5c. In February 2019, 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

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<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
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<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
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</tbody>
</table>

As a first year Principal of West Brooklyn Community High School, having served for 3 years as the AP, I know a great deal about the schools strengths and areas for growth and have some early ideas about things I want to change. With the change in leadership come the opportunity for a change in vision, mission and approach. What we do well, as assessed in Quality Reviews, Student Perception Surveys and anecdotal after every visit, is establish a positive culture and learning environment. What we want to improve is the rigor of classwork and the quality of instruction. When asked, staff identify these as our areas of celebration and focus as well. Staff have a clear sense of their practice and their expectations but perhaps not the shared expectation and we have as a school. As Principal, it is my responsibility to help staff develop and articulate a clear vision and mission for this school that will shape every aspect of their practice and serve as a touchstone from which they can assess the efficacy of their work towards our shared goals.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, all teachers (100%) all members of the school community will share in the schools vision and mission and be able to articulate school-wide goals relative to the role they play in the school.</td>
</tr>
</tbody>
</table>
## Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of teachers will engage in an Initial Planning Conference where they review their data for 2017-2018, their goal for the 2018-2019 academic year, make their observation option choice, and receive feedback on their goal(s). This meeting is grounded in meeting the needs of our various subgroups: ELLs, SWDs, and OAUC students as well as strategies for our students to engage our parents and community members.</td>
<td>Teachers</td>
<td>September 2018 - October 2018</td>
<td>Principal</td>
</tr>
<tr>
<td>Departments will create a SMART goal for their department work for the 2018-2019 academic year which is aligned with the Instructional Focus for the year; goals will be reviewed for their impact on our subgroups: ELLs, SWDs, and OAUC students as well as incorporating parents and families of our students.</td>
<td>Teachers</td>
<td>November 2018 – March 2019</td>
<td>Principal</td>
</tr>
<tr>
<td>100% of staff members will participate in a full-day in-service PD where we will unpack our beliefs about the school and brainstorm a new mission and vision for the school.</td>
<td>All Staff</td>
<td>November 2018</td>
<td>Principal, Director, Assistant Director</td>
</tr>
<tr>
<td>Mid-year and end-of-year conversations will be had with each teachers to reflect on their initial goals, their progress towards those goals, the impact on our subgroups and work over the course of the year towards the goal.</td>
<td>Teachers</td>
<td>September 2018 - June 2019</td>
<td>Principal</td>
</tr>
</tbody>
</table>

## 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

In addition to our monthly SLT meeting times, we will also use town halls (once per cycle) and monthly Leadership Breakfasts to reach and connect with our families and share with them our revised mission and vision and progress in various capacities towards that goal.

## 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 admin team to conduct full-day observations of instruction.

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.

<table>
<thead>
<tr>
<th>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

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.

Through walkthroughs of classrooms and work spaces in February, the admin team will look for wall signs reflecting the school mission and vision and evidence of it in bulletin boards and other artifacts found throughout the building.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Observational data and teacher reflections.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

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.

The purpose of this goal is 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 by having less than 2% of parents and families who feel this way.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, 50% of S-Cohort students will participate in community-based extracurricular, professional, and/or cultural post-secondary learning experiences aligned with the College Access for All or AP for ALL initiatives.
## Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
</table>
| - Evidence-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). |

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal, Director</td>
<td>August 2018</td>
<td>Principal</td>
</tr>
<tr>
<td>College-going team, job-readiness team, Admin</td>
<td>September 2018-December 2018</td>
<td>Principal</td>
</tr>
<tr>
<td>All Staff</td>
<td>November 2018</td>
<td>Principal</td>
</tr>
<tr>
<td>All Staff</td>
<td>November 2018- June 2019</td>
<td>Principal</td>
</tr>
</tbody>
</table>

By August 2018 school leadership will attend the College Access for All initial training.

By December 2018 leadership will create a college-going calendar and job-readiness calendar that will be shared with all staff, students, and families for the academic year.

By November 2018: introduce a new AP courses and provide appropriate support to teachers, counselors, and staff.

By June 2019, at least 75% of all staff will have participated in at least one college -focused or career-focused professional learning session.

## 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

Good Shepherd Services

## 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 for LaWB committee meetings

2. Dedicated time for all staff meetings and professional development

3. Dedicated time for a staff retreat after work hours

4. Per session funds for staff participating in these opportunities and events.

### Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.
### 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 2019 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 will use that feedback to adjust their plan of action. By February 2017 at least 25% of students will have engaged in a community-based extracurricular, professional, and/or cultural post-secondary learning experiences as captured by the Life after West Brooklyn student portfolio.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

LaWB notes and data tracker will be used to monitor progress on this goal.

**Part 5c.** In **February 2019**, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to <a href="#">NYSED’s memo</a>)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>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 after-school component to provide the necessary additional scaffolds. ELA specific strategies include using the reading strategies to improve each students' academic growth in English Language Arts.</td>
<td>Subject Area tutoring is available Wednesdays 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</td>
<td>Small group instruction One-on-one Tutoring</td>
<td>Wednesday 3:00-3:45pm</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Subject Area tutoring is available Wednesdays 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. Specifically for mathematics, students engage in experiential learning and the use of virtual manipulatives.</td>
<td>Small group instruction</td>
<td>One-on-one Tutoring</td>
<td>Wednesday 3:00-3:45pm</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------</td>
<td>----------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Science</td>
<td>Subject Area tutoring is available Wednesdays 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 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.</td>
<td>Small group instruction</td>
<td>One-on-one Tutoring</td>
<td>Wednesday 3:00-3:45pm</td>
</tr>
</tbody>
</table>
| Social Studies                                                                 | 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. | Social Studies strategies include | Small group instruction
Subject Area tutoring is available Wednesdays 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
Wednesday 3:00-3:45pm |
bring in real-world experiences to make the connections with the content. Students are also invited to several school trips to experience historical thinking in the real world.

| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | 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 Wednesdays 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 support with a content area specialist. We use the afterschool component to provide the necessary additional scaffolds. | Small group instruction One-on-one Tutoring  Wednesday 3:00-3:45pm |
| language support to receive it on a daily basis |   |   |
### Section 7: Support for Students in Temporary Housing (STH)

**Directions:**
- *All* Title I schools must complete Part A of this section.
- *All* Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**


### Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

   We currently have ten students in Temporary Housing, however, we are conducting intake and will have more students by September.

2. Please describe the services you are planning to provide to the STH population.

   **We provide these students with an advocate counselor, daily communication with their parent or guardian, and academic coaching. STH students also have an opportunity to modify their academic deadlines in order to work with the academic materials provided in-house. STH students are referred to outside services for other resources they may need, such as glasses and meals.**

### Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

   N/A

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

<table>
<thead>
<tr>
<th>Indicate with an “X” your school’s Title I Status.</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
</tr>
</tbody>
</table>

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

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

1. Rigorous Multi-Tiered Hiring Process (Recruitment): Our hiring process includes various steps in order to attract and maintain HQTs. We begin with attending diverse job fairs, posting on Idealist, and emailing our job posting to various lists serves. From there we invite potential candidates to an Open House where they are able to interact with DOE staff, GSS staff, and students. The participants are able to engage in conversation about the youth development principles and pedagogy.

From the Open House we invite select candidates to interview. The interview includes: a classroom observation, a mock lesson with post-observation, a group interview with the committee, and a writing sample.

From this process we have been able to hire exceptional candidates that believe in our mission.

2. Detailed Job Posting (Recruitment): Our job posting delineates what a teacher needs to have in order to meet our expectations.

3. Specific attendance PD for all staff (Support): During our full staff retreat in August, we present the year’s attendance goal and allow teachers to develop their individual plans in order to support the larger goal (a 3% school wide increase). We will continue this work through monthly onsite all-staff PDs. The administrative team coordinates and facilitates the all-staff PDs and attendance is a consistent area to return to and revisit as a team.

4. Instructional Support Specialist (Support): New teachers receive specific one-on-one support through our lead teacher. The ISS person meets with new teachers biweekly and on a one-to-one basis as needed.

5. Frequent Observations (Support): The principal and assistant principal observe every teacher each term (cycle). During these observations attendance interventions and strategies are addressed individually and addressed in the post-observation.
6. Teacher Leadership (Support and Retention): We have developed a position to be filled internally regarding Powerschools. We have a teacher leader who is able to train their peers, teaching artists, and will have a role in developing the trainings for families and parents. We have identified additional funding in order to compensate this teacher for their time and additional training. Our teacher leadership position allow teacher to receive targeted support and leadership opportunities in area of interest: technology, new teacher development, data, student voice and leadership, and curriculum development.

7. Collaboration between DOE and GSS (Support): Our Department of Education staff work in collaboration with Good Shepherd Services. The College Access Counselor works closely with the Guidance Counselor in order to support each student’s development. Other staff members are kept up to date with frequent college and careers announcements via an electronic newsletter and during monthly meetings.

8. Teacher Assignments are determined by the teacher’s license area and interest. Administrators work individually with teachers to develop curriculum and support their practice.

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 New Generation Learning Standards curriculum.

Monthly Professional Development Sessions: Once a month every teacher meets in order to review the school wide goal of aligning to New Generation Learning Standards, in department teams and mixed groups, the teachers engaged in the new standards and receive feedback on their progress. The superintendent’s office has created a platform of professional development opportunities for the Assistant Principal, while the Principal is engaging in learning sessions through the Office of Leadership. All members of the learning community engage in building-wide professional development.

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.

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.).

| Program | Source | Amount | Verification
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 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.

In addition to our SLT, we have a UFT consultation committee, Department Facilitators (department heads) who meet regularly with the Principal, PLC Facilitators, and staff PDs with dedicated opportunities for teacher feedback.

#### 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 codes\(^1\). 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 consolidated\(^2\). 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount (Refer to Galaxy for school allocation amounts)</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>120,475.00</td>
<td>X</td>
</tr>
</tbody>
</table>

**Teachers will demonstrate growth as documented by component 3d in the Danielson Framework. (Section 5A)**

There will be an increase in student-centered
Graduating students will experience a post-secondary portfolio, following our Life after West Brooklyn roadmap. (Section 5E)

| 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 | 1,844,800 | X | |

Teachers will experience at least 3 intervisitations. (Section 5C)

Teachers will experience a robust system of individualized support. (Section 5A and 5C)

Teacher leaders will be provided differentiated professional development. (Section 5A, 5B, and 5C)

**Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of 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
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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

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**Parent and Family Engagement Policy**

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 Every Student Succeeds Act (ESSA), 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.

- Support for Parents and Family Members of Title I Students

**West Brooklyn Community High School**, 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;

### Parental Involvement and School Quality

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;

- Title I Priority and Focus Schools and the parents of students included in the Title I program must jointly agree upon the use of these additional funds to support increased parent engagement/education to enable parents to effectively support their child’s learning.

- 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., ESSA/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 ESSA;

- 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;

### Encouraging School-Level Parental Involvement

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.

**School-Parent Compact (SPC)**

### I. School Responsibilities: High Quality Curriculum

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

### I. School Responsibilities: Supporting Home-School Relationships

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)

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.

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

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.

I. School Responsibilities: Providing General Support to Parents

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.

II. Parent/Guardian Responsibilities
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

III. Student Responsibilities

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

**MEETINGS, MEETINGS, and more MEETINGS!**

-Every 2 weeks you will meet with your Advocate Counselor to discuss your Benchmark, your Attendance, your Goals, and to support you in your efforts.

-You and your teachers can request a STAC meeting where the student, the teacher, and the advocate counselor meet to make sure to resolve any situations that may come up.

-You, or you and your parent will meet with your advocate counselor, and/or a school administrator to address any behavior or performance issues.

-You will participate in a Student Mediation meeting whenever a student or staff member feels that a meeting is necessary.

-Parents and Students attend our Open School sessions to talk with the teachers about their classes.

____________________(student) _________________(parent) _____________(advocate counselor)

As a student, I agree to follow the Expectations and Norms of West Brooklyn Community High School. The parent and advocate counselor agree to support you as you work toward your high school diploma and plan for college and/or other post high school work. You will find a complete overview of our Expectations and Norms in the Student Handbook. Welcome to West Brooklyn!
DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

**Part I: School ELL Profile**

**A. School Information**

<table>
<thead>
<tr>
<th>District</th>
<th>15</th>
<th>Borough</th>
<th>Brooklyn</th>
<th>School Number</th>
<th>529</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name</td>
<td>West Brooklyn Community High School</td>
<td></td>
<td></td>
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</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Gloria Rosario Wallace, EdD</th>
<th>Assistant Principal</th>
<th>Malik Lewis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach</td>
<td>N/A</td>
<td>Coach N/A</td>
<td></td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Elizabeth Koster</td>
<td>School Counselor</td>
<td>Renita Ojada</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Kevin Murphy/ELA</td>
<td>Parent</td>
<td>Zoraida Jimenez</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Erin Bauer/ELA</td>
<td>Parent Coordinator</td>
<td>Sasha Gittens</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>N/A</td>
<td>Field Support Center Staff Member</td>
<td>N/A</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Paul Rotondo</td>
<td>Other (Name and Title)</td>
<td>N/A</td>
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</table>

**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.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>2</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>0</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>0</td>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>0</td>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>0</td>
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<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
<td>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)</td>
<td>0</td>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
</tr>
</tbody>
</table>

**D. Student Demographics**

| Total number of students in school (excluding pre-K) | 200 | Total number of ELLs | 16 | ELLs as share of total student population (%) | 8.00% |

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Part II: ELL Demographics

A. ELL Programs

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td></td>
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<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td></td>
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<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
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</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
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<tbody>
<tr>
<td>TBE</td>
<td>Spanish</td>
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Part III: Assessment Analysis

After reviewing and analyzing the assessment data, answer the following:

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?
   Teachers develop baseline and summative assessments to use in each course.

2. What structures do you have in place to support this effort?
   We have a school-wide system of assessments, which is followed in every course and every subject.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
   We are using teacher created assessments.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   Teachers are able to review the data on their own and in weekly department meetings.
5. How does your school use 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.] The data is used to modify instruction and provide additional supports.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? [Refer to the ELL Data Analysis Tool and RLAT from ATS]. The NYSELAT is used to provide system-wide information.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs? We share information in weekly case conferencing meetings.

Part IV: ELL Programming

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 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

We are currently only running push-in, due to the small number of students at the school, and the parents' preferences. As students demonstrate more fluency with the language, the level of rigor and difficulty in the content does increase in order to provide students with the necessary challenges to facilitate learning and growth. Our instructional plan for all students—SIFE, newcomers-long-term ELLs, and former ELLs—varies and is differentiated based on the students' NYSESLAT scores and initial baseline assessments in all classes. The ESL coordinator ensures that teachers and advocate counselors are aware of former ELLs, and teachers are given strategies to use in the classroom in order to reach all students (modeling, sentence starters, vocabulary instruction, etc.)

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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 time to meet with our SPED and ESL teachers to discuss specific student strategies, successes, and concerns.

7. 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.

8. 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.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

None at this time.

10. If you had a bilingual program, what was the reason you closed it?

None at this time, the data demonstrates that we do not need to deviate from our current program.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
12. 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.

13. How is home language support assessed and 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.

14. 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.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
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. 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.

17. What language electives are offered to ELLs?
Spanish is offered as the foreign language elective.

18. 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) ELPs 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

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 and non-pedagogic staff.) 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?
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.

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.

2. 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.

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. 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.

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. 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.

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 V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Gloria Rosario Wallace, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

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<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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<tbody>
<tr>
<td>Gloria Rosario Wallace, EdD</td>
<td>Principal</td>
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<tr>
<td>Malik Lewis</td>
<td>Assistant Principal</td>
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<td>11/9/15</td>
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<tr>
<td>Sasha Gittens</td>
<td>Parent Coordinator</td>
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<td>11/9/15</td>
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<tr>
<td>Elizabeth Koster</td>
<td>ENL/Bilingual Teacher</td>
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<td>11/9/15</td>
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<tr>
<td>Zoraida Jimenez</td>
<td>Parent</td>
<td></td>
<td>11/9/15</td>
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<tr>
<td>Erin Bauer</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>11/9/15</td>
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<tr>
<td>Kevin Murphy</td>
<td>Teacher/Subject Area</td>
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<td>11/9/15</td>
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<tr>
<td>Renita Ojada</td>
<td>School Counselor</td>
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<td>11/9/15</td>
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<tr>
<td>Paul Rotondo</td>
<td>Superintendent</td>
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<tr>
<td>Field Support Center Staff Member</td>
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2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor’s Regulations A663 for all schools

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
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(*Primary)

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child’s education (Chancellor’s Regulation A-663).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:
   - Part III of the Home Language Identification Survey (HLIS)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

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**Part B: Communications Calendar & Language Services**

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
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2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
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3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

| |

**Part C: Training Staff on Policies and Procedure**

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

| |

**Part D: Providing Notice of Language Assistance Services**

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
• Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?