



BROOKLYN GENERATION SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 18K566

ADDRESS: 6565 FLATLANDS AVENUE ∞ BROOKLYN, NY 11236

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 18K566 **SCHOOL NAME:** Brooklyn Generation School

SCHOOL ADDRESS: 6565 Flatlands Avenue, Brooklyn, NY 11236

SCHOOL TELEPHONE: 718.968.4200 **FAX:** 718.444.5419

SCHOOL CONTACT PERSON: Terri Grey **EMAIL ADDRESS:** tgrey@schools.ny
c.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Michele Hill

PRINCIPAL: Terri Grey

UFT CHAPTER LEADER: Eli Forsythe

PARENTS' ASSOCIATION PRESIDENT: Onique Oliver

STUDENT REPRESENTATIVE:
(Required for high schools) R.J. Singh & Daniel Jordan

DISTRICT AND NETWORK INFORMATION

DISTRICT: 18 **CHILDREN FIRST NETWORK (CFN):** 404

NETWORK LEADER: Terry Byam

SUPERINTENDENT: Aimee Horowitz

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Terri Grey	*Principal or Designee	
Diane Crew-Shaw	*UFT Chapter Chairperson or Designee	
Onique Oliver	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Robin Simmons	DC 37 Representative, if applicable	
R.J Singh Daniel Jordan	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Michele Hill	Member/	
Jacqueline Vega-Baez	Member/	
Kathleen Riley	Member/	
Irene E. Prince	Member/	
Angelatto Roman	Member/	
	Member/	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Brooklyn Generation School's mission is to successfully prepare generations of learners for life's responsibilities, opportunities and challenges.

The school serves roughly 80 students per grade from the surrounding neighborhoods of Flatbush, Canarsie, East New York, and Crown Heights. The school provides:

- Small-group instruction including ratios of 15-20-to-1 students per adult in Foundation Courses - core academic classes;
- Extended day (9-4 pm) and year (Sep - mid-July) for all students;
- Two (2) month long College and Career Intensive Courses;
- Physical education and youth development opportunities every day;
- Support for students' social and emotional needs;
- 20+ days of professional development each year and two hours of common work time daily for all staff.

Small Group Instruction Each morning, teachers team teach multi-subject core academic classes lasting 85 minutes. The instructional ratio varies between 15-20-to-1. The teams group and regroup students responsively. In the afternoon, teachers instruct Studio courses, academic enrichment and remediation averaging 25-30 students per class.

Responding to Students' Needs Afternoon Studio courses address students' interests and needs. In addition, each student participates in weekly small-group advisories. Students are supported by a Wellness team - a guidance counselor and at least two social workers.

Unique College and Career Intensives Each student participates in month-long Intensives twice a year. Students visit colleges and various workplaces, connecting their schoolwork with opportunities in college and beyond.

Large School Opportunities in a Small School Setting The staff and administration are committed to campus success. They work collaboratively with the other schools in the building. South Shore High School has phased out. There are five new schools sharing the building including Victory Collegiate, Brooklyn Theater Arts, Brooklyn Bridge Academy, and the Academy for Conservation and the Environment. In addition, there are two GED Programs, one that operates in the morning and is run by South Shore High School and one that operates during school hours called the GED Access program. South Shore also operates a night school for adults.

By collaborating with our sister schools in the building, Brooklyn Generation is able to offer:

- The facilities of a large comprehensive school – including renovated athletics fields, music and dance spaces, new science and computer labs, state of the art library, auditorium and gymnasium;
- Large school opportunities including student-body activities, a full offering of team sports, etc.;
- A variety of advanced and remedial classes.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	Brooklyn Generation			
District:		DBN #:	18K566	School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
	<input type="radio"/> 8	<input type="radio"/> * 9	<input type="radio"/> * 10	<input type="radio"/> * 11	<input type="radio"/> * 12	<input type="radio"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		89.4	85.6	84.8		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		90.8	81.6	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		60.0	76.7	81.7		
Grade 8	0	0	0						
Grade 9	72	76	92	Students in Temporary Housing: Total Number					
Grade 10	0	66	65	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	62		1	9	2		
Grade 12	0	0	0						
Ungraded	1	3	1	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	73	145	220		2	3	2		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	2	0	5						

DEMOGRAPHICS							
No. in Collaborative Team Teaching (CTT) Classes	10	22	19	Principal Suspensions	0	33	20
Number all others	0	7	12	Superintendent Suspensions	1	5	12
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	2007-08	2008-09	2009-10
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	N/A	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	4	5	8	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	0	0	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	6	11	18
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	7	7	2
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	0	0	3
	0	1	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	100.
American Indian or Alaska Native	0.0	0.7	0.5	Percent more than two years teaching in this school	0.0	0.0	67.0
Black or African American	84.9	86.9	89.1	Percent more than five years teaching anywhere	33.3	27.3	50.0
Hispanic or Latino	11.0	7.6	6.8				
Asian or Native Hawaiian/Other Pacific Isl.	4.1	2.8	2.7	Percent Masters Degree or higher	67.0	73.0	Pending
White	0.0	1.4	0.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	75.0	91.3	TBD
Multi-racial							
Male	63.0	62.8	67.7				

DEMOGRAPHICS							
Female	37.0	37.2	32.3				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input checked="" type="radio"/> No <input checked="" type="radio"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input checked="" type="radio"/> No <input checked="" type="radio"/>	

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):				
<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>			
	Basic	Focused	Comprehensive	
In Good Standing (IGS)	✓			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

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

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students				X	X		
Ethnicity				X	X		
American Indian or Alaska Native				X	X		
Black or African American				X	X		
Hispanic or Latino				X	X		

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY						
Asian or Native Hawaiian/Other Pacific Islander				X	X	
White				X	X	
Multiracial				X	X	
Other Groups				X	X	
Students with Disabilities				X	X	
Limited English Proficient				X	X	
Economically Disadvantaged				X	X	
Student groups making AYP in each subject				X	X	
Key: AYP Status						
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status			
<p><i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i></p> <p>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</p> <p>**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</p>						

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Assessing the Whole Child Brooklyn Generation administered and reviewed a variety of formal and informal assessments to learn about the school's incoming students and their progress during the year. The most important and revealing data included:

- Incoming students' test histories
- HSST data including classes attempted and credits completed
- Learning Environment surveys, especially those questions in which the school scored a 6 or lower;
- a broad social / emotional assessment conducted by the school's social workers to identify students' issues and the ways in which this affects their abilities to achieve in their classes;
- College and career surveys;
- Results on NY State Regents and Regent Competency Tests.

Addressing a Critical Need Formal and informal data reinforced high needs of our students and the difficult task of helping students achieve. 80% of the students come from families in poverty, receiving free or reduced lunch. 80% of the school's first cohort entered 9th grade behind or significantly behind. More than 85% of the students were assessed by the clinical social work staff are suffering significant social-emotional stresses including loss of immediate family members, depression, etc.

Promising Early Results

Gathering data. Brooklyn Generation established teams of teachers and the Wellness staff to collect data, analyze it and plan accordingly. Teachers were part of the Mathematics or Humanities Foundation Teams. The guidance counselor, social workers and principal were part of the Wellness Team.

Rigorous and responsive instruction using data The teams grouped and regrouped students based on their analysis. Using the teams' input, the principal worked with individual teachers to plan Studio courses based on the students' academic and social-emotional needs.

Student achievement In the school's first year, Brooklyn Generation students attended school, passed their classes and earned high school credits and passed Statewide exams. The attendance rate was roughly 90% for the year including the Intensives that are part of the school's unique extended year. Roughly 80% of students had gathered 7 or more credits at the end of the first term and Intensive - one credit short of what students need to be considered sophomores; more than 83% ended the year with more than 10 credits. In addition, 60% of the students passed the Integrated Algebra Regents and 60% of students with IEPs passed the math RCT exam. All three of these points were highlighted on the school's Progress Report. See http://schools.nyc.gov/OA/SchoolReports/2007-08/ProgressReport_HS_K566.pdf

When staff was surveyed, they recognized the promise of the school and the responsiveness of the Generation Schools model. In the spring of 2008, the United Federation of Teachers had to consider whether or not to renew the side agreement to the teachers' contract that allows Brooklyn Generation to implement its different calendar. A Vice President of the Union met with teachers. The teachers shared their enthusiasm, and engagement. Based on the reaction of the staff, the Union proposed that the DOE and Union sign a three year and renewable agreement.

When students were asked about the school, they recognized the relationships that supported them. During an interview with a reporter from "Inside Schools", one of the students said she was not successful in middle school. The student said that Brooklyn Generation was challenging, but that she was doing better. When the interviewer asked how that was possible, the student said that the teachers care and hold her accountable. When she sees Ms. Grey in the hallway, Ms. Grey asks how she's doing and gets her back into class. See <http://insideschools.org/index12.php?fso=1595&all=y>

SECTION V: ANNUAL SCHOOL GOALS

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

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

1. To increase the number of students passing the math Regents exam by 5%. Our desire is to increase confidence, motivation, and the academic skill levels of all of our students.
2. To increase the school's annual attendance by 2% as compared to the previous year and to improve in the Progress Report category of School Environment. This is an effort to increase accountability and enforce the idea that students will learn more, if they are present in school. We will be offering rewards and incentives for students and parents who receive perfect attendance.
3. To increase teacher satisfaction in the area of order and discipline by 5% on the learning environment survey and therefore improve in the Progress Report category of School Environment. We want to continue to foster an environment where teachers have a voice. We want to ensure that discipline is fair and consistent throughout our school.
4. To increase the teacher's satisfaction in the area of school leader's communication of expectations by 5% and thus improve in the Progress Report category of School Environment. It is important that communication between school leadership and teachers is clear, timely, and allowed an opportunity for feedback and discussion to take place.
5. To enhance existing practices to analyze student data to provide additional instructional support to students in need of academic intervention by using 50% of common planning and meeting time to examine data and refine instructional plans and goals. This will be evidenced by 51% of faculty employing differentiated instructional practices in classrooms.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade1	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9					4	19	15	7
10					2	18	16	5
11				58	2	14	12	5
12				4	5	16	11	9

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

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

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Students receive AIS in a push in model as part of the morning Foundation Courses that meet 4 days a week for 85 minutes per day, and in a push out model as part of the afternoon Studio Courses that meet 5 days a week for an hour per session. Small group, daily instruction during school day (Monday, Tuesday, Thursday, and Friday) for 60 minutes and afterschool for 2 hours weekly with small group tutoring.
Mathematics:	Students receive small group instruction and tutoring during Foundation Courses that meet 4 days a week for 85 minutes per day to prepare to retake and pass the Integrated Algebra Regents exam. Small group, daily instruction during school day (Monday, Tuesday, Thursday, and Friday) for 60 minutes and afterschool for 2 hours weekly with small group tutoring.
Science:	Small group, daily instruction during school day (Monday, Tuesday, Thursday, and Friday) for 60 minutes and
Social Studies:	Students receive small group tutoring after school 2 days a week. Small group, daily instruction during school day (Monday, Tuesday, Thursday, and Friday) for 60 minutes and Saturday for 2 hours weekly with small group tutoring.
At-risk Services Provided by the Guidance Counselor:	Students receive group counseling 1 day a week for 90 minutes during the school day. Mandated counseling, individual counseling, parent outreach, academic counseling and college and career counseling. Referrals and small group tutoring during advisement.
At-risk Services Provided by the School Psychologist:	Mandated counseling and academic and social/emotional evaluations.
At-risk Services Provided by the Social Worker:	Students receive individual counseling or small group counseling one time per week during Studio Course time to help students identify obstacles to school success; develop strategies to improve behavior and achievement; develop positive social images and social skills. In addition, students are part of a support group three times a week during lunch and twice a week during breakfast. Students also have daily advisement. Mandated counseling.

At-risk Health-related Services:	All students have access to a Health Resource Room open at least 10 periods a week where students can receive confidential health advice, information about safe sex practices, and free condoms. Mandated counseling.
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APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) 9-12 Number of Students to be Served: 16 LEP 298 Non-LEP 2

Number of Teachers 1 Other Staff (Specify) Bilingual paraprofessional and bilingual social worker

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

provider and qualifications.

We do not receive Title III funding.

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

BGS sends its teachers to the QTEL and other trainings offered by OEL.

Section III. Title III Budget

School: Brooklyn Generation School BEDS Code: 760783006

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">- Per session- Per diem		
Purchased services <ul style="list-style-type: none">- High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">- Must be supplemental.- Additional curricula, instructional materials. Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Brooklyn Generation staff use a variety of methods to assess students language and families' translation needs. The school ensures each student's home language is entered on ATS and/or determines within 30 days of the student being enrolled at Brooklyn Generation what their home language is. The school administers the home language survey for all entering students. Teachers assess each student's ability to read and orally comprehend English. In addition, advisors call each family's home and assess each family's ability to orally comprehend English. Information about families which may not communicate effectively in English is coordinated by the principal. The Principal draws on the capacity of the staff to translate when necessary.

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

The majority of students at Brooklyn Generation come from homes in which English is the first language. The school has 16 students whose families speak Spanish, Haitian-Creole, French or Urdu. Most families have some capacity to communicate in English whether it is a parent, older family member or sibling.

Part B: Strategies and Activities

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

The school has minimal need for written translation. Written translation of materials into Spanish and Haitian-Creole (if needed) can be provided by the staff of the school. Written translation of materials into Urdu (if needed) can be provided by the NYC DOE.

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

The school has need for regular oral interpretation and translation services at parent conferences and PTA meetings and more sporadic need when specific issues arise with individual students. We have teachers on staff and parents to assist with interpretation and translation, when necessary. Oral translation into Spanish and Haitian-Creole (if necessary) can be provided by the staff of the school. Oral translation of materials into Urdu (if necessary) has to be arranged through the NYC DOE.

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

The school will first attempt to use the school staff to provide translation and interpretation services. When necessary and available, the school will use the services of the DOE's Department of Translation and Interpretation Unit. The school may contact the DTIU in advance for scheduled meetings. The school may use services provided by phone for individual and impromptu needs.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	1,766.29	492.82	2259.11
2. Enter the anticipated 1% set-aside for Parent Involvement:	17.66	4.93	22.59
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	11,000	*	
4. Enter the anticipated 10% set-aside for Professional Development:	15,000	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: ___100%_____
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

Brooklyn Generation Schools' Parent Involvement Policy

Based on guidance and requirements articulated by US ED, NYSED and http://www.ncpie.org/nclbaction/parent_involvement.html

Mission and Vision

Brooklyn Generation School's mission is to fully prepare generations of learners for life's responsibilities, challenges and opportunities. The school community recognizes the importance of staff and families working together to ensure students' success. The school's model is designed to ensure teachers

work with small groups of students; that the staff knows the whole child and the family and community from which they come; that the school can be responsive to students' needs; parents have a variety of ways in which to be engaged in meaningful ways in the education of their children and the life of the school.

Parental involvement is defined (Section 1118 of the ESEA) as “the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities including:

- Assisting their child’s learning;
- Being actively involved in their child’s education at school;
- Serving as full partners in their child’s education and being included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
- The carrying out of other activities such as those described in section 1118 of the ESEA” Section 9101(32).

Parents’ Rights and Responsibilities (from <http://schools.nyc.gov/RulesPolicies/ParentBillofRights/default.htm>)

The New York City Department of Education recognizes that children excel when parents work closely with teachers and principals to develop strong partnerships. As partners in education, parents, guardians, and other family members have certain rights and responsibilities.

All Families Have the Following Rights: Parents of NYC DOE schools have the right to:

- a free public school education for their children.
- be given access to information about their children’s performance and the educational programs and opportunities available to them and their children.
- be actively involved in the education of their children.
- file complaints and appeals.
- translation and interpretation services in order to communicate effectively with the Department, in accordance with Chancellor’s Regulation [A-663](#).

All Parents Have the Following Responsibilities: Parents of students in NYC DOE schools have the responsibility to:

- send their children to school ready to learn.
- ensure that their children attend school regularly and arrive on time.
- be aware of their children’s work, progress, and problems.
- keep in touch with their children’s teachers and principal.
- respond to communications from their children’s school.
- attend important meetings and conferences.
- treat all school staff members with courtesy and respect.

We Encourage Parents To:

- Set high expectations for their children.
- Help out at schools by volunteering time, skills, or resources.

- Get involved in Parent Associations or Parent-Teacher Associations.
- Take part in school and community programs.

Specific Steps

Brooklyn Generation will ensure effective involvement of parents by

- Supporting partnerships among each Title I school, parents, and the community to improve student academic achievement.
- Providing assistance to parents of Title I children served by the school or local educational agency in helping them to understand such topics as:
 - The state's academic content standards and state student academic achievement standards,
 - State and local academic assessments, and
 - How to monitor a child's progress and work with educators to improve the achievement of their children;
- Providing opportunities for full participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including information and school reports, to the extent practicable, that parents can understand.
- Providing materials and training to help parents to work with their children at home to improve their children's achievement.
- Educating teachers, personnel, principals, and others, with the assistance of parents, on the value and utility of parental contributions, and how to reach out and communicate with parents as equal partners, implementing and coordinating parent programs, and building ties between the home and school;
- Conducting other activities, such as parent resource centers, that encourage and support parents in participating more fully in the education of their children;
- Sending information to parents relating to school and parent programs, meetings, and other activities.

Brooklyn Generation will ensure effective involvement of parents by:

- Jointly develop with, and distribute to, parents of participating Title I children an agreed upon written parental involvement policy,
- Notify parents of the policy in an understandable and uniform format, and to the extent practicable, in a language that the parents can understand.
- Make the parental involvement policy available to the local community and update it periodically to meet the changing needs of parents and the school.
- Hold an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend. The purpose of the meeting is to:
 - Inform parents of their school's participation in development of the parent involvement policy;
 - Explain to parents their rights in the development of the policy; and
 - Inform parents that they can be involved in approving the parent involvement policy.
- Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs for parental involvement, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school wide program plan.
- Provide parents of participating children:
 - Timely information about programs.
 - A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
 - If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible;

Terms of Engagement

The primary point of contact for each student's family is the student's advisor. Advisors will make efforts to contact families before the student begins at Brooklyn Generation School. The advisor will maintain frequent contact with each advisee's families throughout the year and from year to year.

Brooklyn Generation School sends regular mailings including information such as calendars, fliers, and announcements.

Brooklyn Generation School maintains an open door policy. Parents and families are encouraged to visit the school and observe classrooms. Parents and families are encouraged to set an appointment with their child's advisor, teacher and the school principal.

Brooklyn Generation will try to ensure advisors speak the home language of their advisees to facilitate communication. Brooklyn Generation may make use of additional language and translation services as offered by the DOE during PTA meetings, Parent Teacher Conferences and at other such times.

Standards and Assessment

Responsibility for carrying out the Parent Involvement Policy

The School Leadership Team including the Principal and PTA President will be responsible for implementing the Parent Involvement Policy.

Resources

The resources required to implement the Parent Involvement Policy will come from the school's budget.

Development and Revision Over Time

The School Leadership Team will review the Parent Involvement Policy annually as part of the process of revising the school's Comprehensive Educational Plan and revise the Policy if necessary.

Measuring Effectiveness

The School Leadership Team will measure the effectiveness by reviewing: 1) attendance of parents at PTA meetings; 2) participation of parents in Parent-Teacher Conferences; 3) the results of parents' surveys that are part of the DOE's School Environment Surveys.

Dissemination

The Parent Involvement Policy will be distributed to all parents at PTA meetings and Parent Teacher Conferences. The school will work to make the Policy available electronically on the school's web site.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards using the exam history in ARIS and ARIS student data.
2. Schoolwide reform strategies that:
 - Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - a) Use effective methods and instructional strategies that are based on scientifically-based research that:
Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
 - Increase effort to attend all City-wide job fairs
 - Give 1st preference to certified teachers
 - On-site Mentoring
 - Regular professional development
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School wide Program to meet the State's student academic standards.
 - Provide effective ongoing staff development to support the use of data driven differentiated instruction and development of project based assessment.
 - Continue to utilize weekly faculty conference for professional development and to implement kid talk protocols in grade level meetings
 - Review data collection and analysis to ensure that it PD meets the needs of the data expressed
 - Provide on-going training on implementing teaching strategies which support differentiating instruction

- Use of common preparation periods and after-school workshops to plan interdisciplinary activities
 - Research successful professional development programs
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
- Work to continue to have reduced class sizes of approximately 16 students.
 - Block Scheduling – gives teachers opportunities to work in-depth with all students and help eliminate the need to pull out students in need extra support
 - Vertical Team Meetings – teachers plan collectively and collaboratively around school-wide curricula issues, can focus on City and State Standards and develop and implement school-wide reform in all areas (literacy, math, science, history, or technology).
 - Bi-Annual Planning Retreats – twice a year the staff retreats for a week of planned study of initiatives that enhance and support instructional excellence
 - Increase in the amount of technological resources
 - Continue working to have a collaborative hiring process where the school community is given a chance to interview potential hires.
6. Strategies to increase parental involvement through means such as family literacy services.
- Advisory
 - Parent engagement center
 - ESL services for parents
 - Parent Coordinator outreach
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
N/A
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
- Professional development committee
 - Assessment committee
 - Grade team meetings
 - Student and Staff recruitment and induction committee
 - School Leadership Team

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
 - School-wide grading policy
 - Progress Reports
 - Advisory
 - Acuity Predictive Assessments
 - Report Cards

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
 - Reduced class sizes of approximately of 16 students.
 - Block Scheduling – gives teachers opportunities to work in-depth with all students and help eliminate the need to pull out students in need extra support
 - Vertical Team Meetings – teachers plan collectively and collaboratively around school-wide curricula issues, can focus on City and State Standards and develop and implement school-wide reform in all areas (literacy, math, science, history, or technology).
 - Bi-Annual Planning Retreats – twice a year the staff retreats for a weekend of planned study of initiatives that enhance and support instructional excellence
 - Increase in the amount of technological resources

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

Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not

literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal,</i>	Program Funds Are “Conceptually” ¹	Amount Contributed to	Check (✓) in the left column below to verify that the school has met the intent
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Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

	State, or Local)	Consolidated in the Schoolwide Program (R)			Schoolwide Pool (Refer to Galaxy for FY'11 school allocation amounts)	and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (R)	Page #(s)
Title I, Part A (Basic)	Federal	R			176,629	R	
Title I, Part A (ARRA)	Federal	R			49,282	R	
Title II, Part A	Federal			N/A	0	R	
Title III, Part A	Federal	R			0	R	
Title IV	Federal			N/A	0	R	
IDEA	Federal	R			20,303	R	
Tax Levy	Local	R			2,231,695	R	

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.

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

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

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

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

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2. Please describe the services you are planning to provide to the STH population. We allocate money from our budget to purchase metro cards, uniforms, school supplies, toiletries, winter coats, and clothes for the winter.

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Brooklyn Generation School					
District:	18	DBN:	18K566	School		331800011566

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		89.4	85.6	84.8
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	76	92	100				
Grade 10	66	65	95				
Grade 11	0	62	65				
Grade 12	0	0	54				
Ungraded	3	1	1				
Total	145	220	315				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	90.8	81.6	91.2

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	60.0	81.7	64.2

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	1	9	10

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	2	3	2

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	5	4	Principal Suspensions	0	33	20
# in Collaborative Team Teaching (CTT) Classes	22	19	54	Superintendent Suspensions	1	5	12
Number all others	7	12	7				

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	6	11	18
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	7	7	6
# receiving ESL services only	5	8	TBD	Number of Educational Paraprofessionals	0	0	3
# ELLs with IEPs	0	0	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	1	38	% fully licensed & permanently assigned to this school	100.0	100.0	93.8
				% more than 2 years teaching in this school	0.0	0.0	16.7
				% more than 5 years teaching anywhere	33.3	27.3	61.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	67.0	73.0	83.3
American Indian or Alaska Native	0.7	0.5	0.3	% core classes taught by "highly qualified" teachers	75.0	91.3	92.1
Black or African American	86.9	89.1	87.0				
Hispanic or Latino	7.6	6.8	8.9				
Asian or Native Hawaiian/Other Pacific	2.8	2.7	2.5				
White	1.4	0.0	1.3				
Male	62.8	67.7	63.8				
Female	37.2	32.3	36.2				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native				-	-	
Black or African American	-	-	-	X	v	
Hispanic or Latino				-	-	
Asian or Native Hawaiian/Other Pacific Islander				-	-	
White				-	-	
Multiracial				X	-	
Students with Disabilities	-	-	-	-	-	
Limited English Proficient				-	-	
Economically Disadvantaged	-	-	-	X	v	
Student groups making	0	0	0	0	3	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster type here	District 18	School Number 566	School Name Brooklyn Generation
Principal Terri Grey		Assistant Principal Shameka Gamble	
Coach type here		Coach type here	
Teacher/Subject Area Laura Vann LaRusso/ESL		Guidance Counselor Oral Johnson	
Teacher/Subject Area type here		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Robin Simmons	
Related Service Provider type here		Other type here	
Network Leader Terry Byram		Other type here	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	220	Total Number of ELLs	17	ELLs as Share of Total Student Population (%)	7.73%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 herePart II: ELL Identification Process

1.) Identification of prospective ELLs begins with the registration process. At enrollment, the Home Language Identification Survey (HLIS) is administered by the ELL Coordinator to determine LAB/LAB-R eligibility. If the home language is determined to be other than English or if the student's native language is other than English, an informal oral interview in the student's native language is administered by the ELL Coordinator or properly licensed ESL or bilingually licensed pedagogue, with translation and interpretation support as necessary. If the student's home language is English or the student's only language is English, the ELL identification process terminates at this point.

If the student speaks a language other than English and speaks little or no English, then the student is scheduled to take the LAB-R (and LAB for students with a home language of Spanish). LAB testing is administered within 10 days of initial enrollment, as scheduled by the ELL Coordinator in collaboration with administration. Administration of the exams is done by our LAB Coordinator, a bilingually licensed pedagogue. The tests are then hand-scored by the ELL Coordinator. If the student scores at or above proficiency on the LAB-R, the ELL identification process terminates and the student is programmed as a general education student and Non-Entitlement Letter is sent to the parent. If the student scores below proficiency on the LAB-R, the students is designated an ELL and the home language is updated in ATS by the Pupil Accounting Secretary. For Spanish-speaking prospective ELLs, the Spanish LAB is also administered.

Once the LAB-R hand-score reveals that a student is indeed an ELL student, parents are notified using the Entitlement Letter. The ELL Coordinator and Parent Coordinator then collaborate to ensure that parents come into the school in a timely manner to exercise the Parental Option, after an initial ELL Parent Orientation Session in which parents are advised of the three program models offered in New York City, shown the Orientation Video, provided with the ELL Parent Brochure in their native language and given the opportunity to complete the Parent Survey and Program Selection Form. After the Parent Survey and Program Selection Form has been completed, parents are advised of the program offerings at our school. In cases where the parent's first choice aligns with our program offerings and space is available, the student is placed according to parent choice. In cases in which the parent's preference is not available at our school, a Transfer Option is given. In cases in which the parent does not complete and/or return the Parent Survey and Program Selection Form, students are automatically placed Free Standing ESL, the only option our school offers, per CR Part 154. Student placement is once again verified for the parent using the Placement Letter.

Each subsequent year following initial enrollment, ELL students are assessed annually using the New York State English as a Second Language Achievement (NYSESLAT). Each summer, upon receipt of the student test results from the most recent NYSESLAT administration, results are analyzed to determine new student's proficiency levels. Based on these results, parents are provided either with a Continuing Entitlement Letter (for students who did not attain proficiency) on the most recent NYSESLAT administration or with Non-Entitlement/Transition Letter (indicating that the student has scored proficient on the most recent NYSESLAT administration and is no longer designated an ELL student).

2.) At Brooklyn Generation High School, a number of structures are in place to ensure that parents are advised of all three program choices for ELLs (Dual Language, Transitional Bilingual Education and ESL) that are available to them. At ELL Parent Orientation Sessions, parents are shown the ELL Parent Orientation Video that is part of the LAP Toolkit. They are also provided with the ELL Parent Brochure and have the opportunity to have any questions regarding the program model options available to them in the city of New York answered by a properly licensed education professional. To ensure that parents are fully apprised of the choices available to them and are capable of making a well-informed choice, parents are then asked to complete the Parent Survey and Program Selection form, prior to being advised of the options available at our school, to ensure that parent choice is not unduly influenced by in-house offerings. In the event that parent choice does not align with in-house offerings, a transfer option is provided, which the parent then has the opportunity to accept or decline. All components of the process are always conducted in the parents native language and all

documentation is provided in the native language as well.

In the fall, two ELL Parent Orientation Sessions are held within the first 30 days of school. For these sessions, letters are sent to parents, along with the Entitlement Letter sent to all newly identified ELL students. Supplemental parent outreach is a collaborative effort between the ELL Coordinator, Parent Coordinator and administration through phone calls made in the native language.

Thereafter, ELL Parent Orientation Sessions are conducted on either an individualized basis at the time of enrollment or scheduled with the parent at the time of initial enrollment for within ten days of initial enrollment.

3.) Entitlement Letters are provided to parents in-person at the ELL Parent Orientation, after viewing of the ELL Parent Orientation Video. Therefore, the majority of letters are returned before the parent leaves the building. In cases in which the parent chooses to take the letter home, the parent, ELL Coordinator and Parent Coordinator come up with an agreed upon return deadline prior to the parent leaving the building. If the parent fails to return the letter by the agreed upon deadline, the ELL Coordinator informs the Parent Coordinator who follows up with the parent by phone at regular intervals to ensure that the letter is returned.

4.) Identified ELL students are placed in ESL instructional programs or advised as to other schools in our area that provide their preferred choice for newly admitted ELL students and based on continuity of programming for continuing ELL students, except where the parent requests otherwise. For newly admitted students, parents are initially advised of all program model choices available to them in the city of New York at either a group or individual Parent Orientation Session in the native language, held within the first ten 10 days of initial enrollment. At these sessions, parents are provided with the parents are shown the ELL Parent Orientation Video that is part of the LAP Toolkit. They are also provided with the ELL Parent Brochure and have the opportunity to have any questions regarding the program model options available to them in the city of New York answered by a properly licensed education professional. To ensure that parents are fully apprised of the choices available to them and are capable of making a well-informed choice, parents are then asked to complete the Parent Survey and Program Selection form, prior to being advised of the options available at our school, to ensure that parent choice is not unduly influenced by in-house offerings. In the event that parent choice does not align with in-house offering, a transfer option is provided, which the parent then has the opportunity to accept or decline. All components of the process are always conducted in the parents native language and all documentation is provided in the native language as well.

Based on parent choice, the student is then placed in the appropriate class based on grade level, language proficiency level and availability.

5.) After reviewing the Parent Survey and Selection forms for the last two years, we have found that most parents of newly registering students have requested Free Standing.

6.) The programs offered at our school are well-aligned to parent requests.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In										6	6	4	1	17
Total	0	0	0	0	0	0	0	0	0	6	6	4	1	17

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	17	Newcomers (ELLs receiving service 0-3 years)	10	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	3

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> 0
Dual Language	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> 0
ESL	<input type="text"/> 10	<input type="text"/> 0	<input type="text"/> 2	<input type="text"/> 4	<input type="text"/> 0	<input type="text"/> 0	<input type="text"/> 3	<input type="text"/> 0	<input type="text"/> 1	<input type="text"/> 17
Total	<input type="text"/> 10	<input type="text"/> 0	<input type="text"/> 2	<input type="text"/> 4	<input type="text"/> 0	<input type="text"/> 0	<input type="text"/> 3	<input type="text"/> 0	<input type="text"/> 1	<input type="text"/> 17

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										2	1	0	0	3
Chinese										0	0	0	0	0
Russian										0	0	0	0	0
Bengali										0	0	0	0	0
Urdu										0	0	0	1	1
Arabic										0	0	0	0	0
Haitian										3	1	3	0	7
French										0	2	0	0	2
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										1	0	0	0	1
Other										0	2	1	0	3
TOTAL	0	6	6	4	1	17								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Programming and Scheduling Information

1.) All of our General Education and Special Education ELLs travel in blocks. These blocks then travel as cohorts to each of the departmental content area courses. Our general education ESL classes are grouped heterogeneously using various data sources (NYSESLAT, Regents and RCT Assessment results and other anecdotal teacher input) used to make programming decisions. In ESL classes, instruction is provided either in a co-teaching model by an ESL-ELA licensed teaching team or by an individual ESL licensed teacher in a pull-out group, with variation between the two determined by the demands of the curriculum in various classrooms.

2.) Staff is organized to ensure that all ELL students in all program models receive the mandated number of ESL/ELA/NLA instructional

minutes per CR Part 154 with properly licensed faculty per CR Part 154. All students receive a daily 72 minute literacy (ESL/ELA) block delivered by either an ESL licensed teacher or by a ESL-ELA teaching team.

3.) Students in our ESL program model content area instruction in delivered primarily in English using ESL strategies to scaffold instruction to aid comprehension by ELL students. In ESL content area classes, students also receive native language support as necessary to facilitate comprehension and equitable access to grade level curriculum. Approaches include the use of TPR, Schema building, Bridging, Modeling, hetero and homogeneous grouping, guided reading and Scaffolding.

4a) We currently do not have any SIFE designated students.

4b) Newcomer students are served through the use of multiple interventions designed to address not only their academic needs but their socio-emotional ones as well. The needs of Newcomer students are currently being addressed through a number of both infrastructural and instructional protocols. These students receive extension first language support both in the form of 300 minutes per week of intense homogeneously grouped instruction aligned to the ESL/ELA curriculum as well as in content area classes designed to provide these students with equitable access to grade level content. Mixed into these classes are lessons designed to help in the acculturation and assimilation of norms they are facing in their new home. They are also partnered with an earlier arriving ELL who is charged with helping them navigate the school and translate as needed both in and outside of class. In order to make sure that these higher level students do not suffer in their own development these relationships are monitored through check-ins with the students themselves and their content teachers.

Because NCLB now requires that ELL students take the ELA Exam after one year, starting at the beginner level, our ESL curriculum are designed to align with the ELA curriculum and NYS Standards and Scope and Sequence in ELA in each grade level, while addressing developmentally appropriate language acquisition benchmarks for our newcomer ELL students.

For our Newcomer students, ESL curriculum is set up to closely parallel the grade-appropriate ELA curriculum. Students are expected to demonstrate mastery of grade-appropriate literacy skills that students will need to perform successfully on the ELA Exam, with the goal of providing structured opportunities to facilitate skill transfer from the L1 to the L2 through explicit instruction in both skills:

- high volume reading and writing
- reading strategies
- the writing process
- writing skills
- cognates and vocabulary development
- listening comprehension skills
- genre-based reading and writing
- word study and accountable talk)

as well as in the meta-cognitive skills required to facilitate skill transfer.

While transferable skills are taught in tandem in both ESL and ELA, ELA instruction will focus primarily on the cultivation of the skills themselves, while ESL instruction will focus on explicit instruction in the language skills needed to demonstrate mastery of transferred skills into English through the use of Language Objectives in addition to Content Objectives in the literacy classrooms and a station-based instructional modeled using varied, flexible grouping designed to systematically address the linguistic demands of grade-appropriate literacy content in all four modalities. All instruction is supported by visual supports and instructional technology, including: SmartBoards, Laptops and Streaming instructional videos (in both the L1 and the L2). Stations will include:

- a self-directed, Oral Proficiency Development Station progressing from partner-practice of basic conversations to develop BICS to the use of self-monitored accountable talk protocols using sentence-starters to discuss content area material and skills
- a self-directed Listening Station using independently monitored guided reading using leveled texts and progressing to practice of real-time listening comprehension skills using pre-recorded dictogloss activities, supported by graphic organizers for note-taking and eventual artifact production
- a differentiated, self-directed Word-Work/Reading focusing on phonics, vocabulary and orthographic skill development,

progressing to on-level, independent reading in the target language

4c.) We have no ELLs who fall into this category.

4d/e.) We have one student who matches this criteria; she is also our only dually designated ED and LTELL student. A data analysis has revealed that our LTELL population of 1 student at the time of writing, currently in their sixth year of service, struggles most with writing. The special needs of this student are targeted through careful data analysis to target areas of weakness, which then can be specifically addressed as instructional goals integrated into the student’s IEP. The needs of this population are being targeted both through ongoing professional development for staff and through the use of research-driven instructional strategies geared toward moving these students toward proficiency, with a focus on writing skills development. To this end, this subpopulation is currently one of the focuses of our ELL Collaborative Inquiry Team. At the time of writing, several targeted interventions are being piloted and/or are planned for piloting to address the needs of this unique subpopulation. Targeted plans for her include:

- use of Language Objectives in addition to Content Objectives across the curriculum
- professional development for content area teachers in the use of Language Objectives
- professional development for content area teachers in making sure literacy instruction for ELLs and appropriate scaffolding for ELLs is infused across the curriculum
- an explicit, universal protocol to target the distinction between academic and non-academic registers in oral production (based on work by Wheeler, Freeman and Yamamoto regarding code-switching, explicit oral grammar correction and the deep connection between oral proficiency in various registers and writing)
- an explicit, universal protocol for oral grammar correction (based on the work of Yamamoto)
- explicit instruction in Tier Two vocabulary development using the 7-steps approach (based on the work of Calderon and Bear)
- integration of persuasive and expository essay writing into the content area curricula
- cross-curricular units of study
- use of math journals in math classes to facilitate non-fiction, process-based writing
- use of graphic organizers designed scaffold the writing process for ELL students
- use of graphic novels and cartoons to support inference and higher-order thinking skills
- emphasis on the use of non-fiction read-alouds across the content areas
- use of NYSESLAT writing rubrics to evaluate student writing during the expository and persuasive writing units
- use instructional technology, including SmartBoards, Laptops, online based language acquisition software and streaming instructional videos across the curriculum to enhance student engagement
- explicit instruction in accountable talk protocols
- collaborative coaching by the ELA, Special Education and ELL coaches

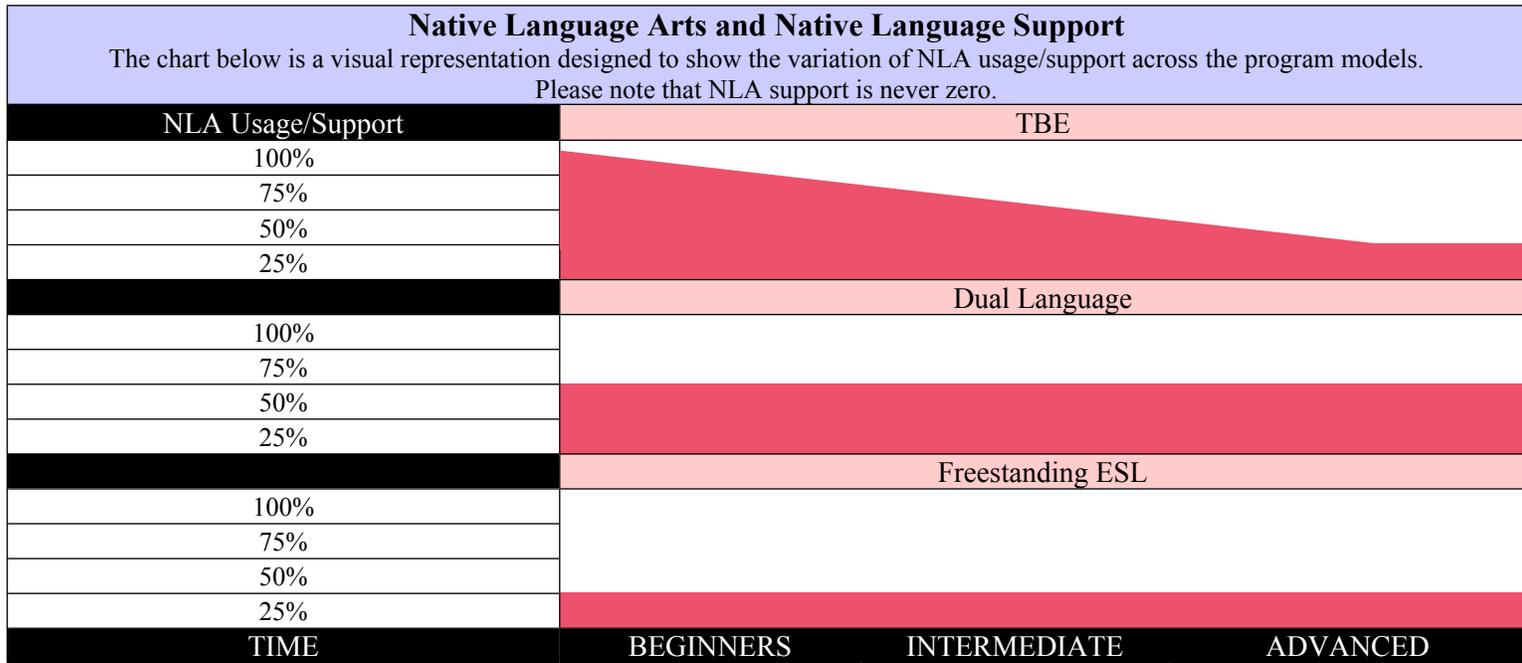
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

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

FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
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B. Programming and Scheduling Information--Continued

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

5) A variety of targeted interventions are in place for our various ELL subpopulations:

- Push-in of Licensed into classes identified to be the most challenging for our ELLs through surveying both the instructors and the students themselves, these include: Economics, Living Environment and Global History. These services include but are not limited to the translation or content into L1 as well as provision of additional materials to both help explain as well as help reinforce understanding.

6) In order to provide continuing transitional support for 2 years to ELLs after having attained proficiency on the NYSESLAT, a number of structures are in place:

- implementation of additional English Acquisition support classes (5 periods/week) with a literacy focus for all ELLs with a specific eye towards passing the ELA Regents.
- all staff are provided with data sheets and training on the use of data to identify students in their classes who have attained proficiency on the NYSESLAT within the last three years, with modality pair breakdowns
- all staff are familiarized with Testing Modification for LEP Students, up two and including two years post-proficiency
- all staff are trained and encouraged to prepare students to make use of the accommodations available to them by offering these accommodations throughout the year
- empowering Transitioning ELLs in heterogeneous classrooms to take on leadership positions when varied, flexible grouping is used, when appropriate
- coordinated planning by the ESL and ELA departments
- collaborative ELA/ELL coaching
- ongoing professional development for content area teachers school wide on supporting literacy and ELL scaffolds in the content area classroom

7) Several new programs and improvements are planned or have already begun being implemented this year. These innovations include:

- weekly ELL Curriculum Planning meeting
- weekly ELL Collaborative Inquiry Team meeting
- increased selectivity in adopting targeted interventions
- improved alignment of ESL and ELA curricula
- use of ELL Periodic Assessments
- integration of Language Objectives in all lessons across the curriculum, with ongoing professional development
- Smart Boards in all ELL classrooms
- use of Core Knowledge Sequence Teacher Guides as a guide to

8) N/A

9.) ELLs are afforded equal access to all school programs in our building. All aspects of these programs from initial flyers and

informational letters are always produced in both English and Hatian-Creole simultaneously. Likewise, all after-school and supplemental programs available to our students, including after-school offerings are designed and administered in ways designed to provide equal access to all students regardless of language background. Many programs are administered by bilingual staff and all staff receive ongoing professional development in making content comprehensible to ELLs. This training provides all staff members with ELL strategies that can be employed regardless of content – academic, athletic, creative or otherwise. After-school and supplemental programs currently offered in our building include:

- Basketball Team
- Soccer Team
- Football Team
- Bowling Team
- Volleyball Team
- After-School support offered by individual teachers in Math and ELA
- Tutoring for the Math Regents
- Tutoring for the Science Regents
- School Musical (TBD)

10.) Brooklyn Generation is able to ensure equitable access to the curriculum for ELLs across all content areas through the use of carefully selected instructional materials designed to offer native language support, scaffolding through developmentally appropriate target language resources, and instructional technology, including:

Instructional Technology (Hardware & Software)

- SmartBoards in every classroom
- listening stations in all ELL content area classrooms
- laptops carts for classroom use of computer-based instructional resources

Instructional Textbooks & Library Materials

- Leveled Libraries in all ELA, ESL classrooms
- Longman Social Studies Text and workbooks.
- The Americans, Spanish Translation and workbook
- In-House, Custom Made Instructional Materials and Adapted Texts Materials aligned to the independent and instructional reading level of students based on individual student reading level

Supplemental, ESL Strategies, Differentiation & Professional Resources

- Renzulli Learning
- TPR
- StudyIsland
- Varied & Flexible Grouping
- Adapted Text
- In-house cross-curricular units
- Graphic Organizers
- Process Charts
- Math Manipulatives
- use of Core Common Curriculum Standards 9-10 and 11-12 as a guide to differentiation for teachers
- project and inquiry-based learning in the content areas

11.) In our Freestanding ESL program model Native Language support is available and is never zero. For students in ESL programming, native language support is offered through:

- native language leveled trade books as part of classroom libraries across the content areas
- supplemental programs and targeted interventions with Spanish components Renzulli and study island
- supplemental Hatian-Creole and Spanish for Native Speakers instruction for students in ESL programming identified as students who would benefit from native language instruction to facilitate skill transfer

12.) Our delivery of mandated services for ELLs and the resources used in these programs are carefully selected to be developmentally appropriate based on students' age and grade levels. Instruction is designed to ensure equitable access to the appropriate grade-level curriculum for all students. Practices in place to ensure equity include:

- use of the native language in all program models to enhance higher-level access to the curriculum
- use of leveled trade book libraries in content area classrooms to provide multiple access points to grade level content
- instructional technology with smart differentiation features (Renzulli, Studyisland)

13.) In order to assist newly enrolled ELL students before the beginning of the school year, we offer a number of opportunities for students and parents to visit the school and have any questions they may have answered. These opportunities include: open-houses, new student orientations and parent orientations. For first time admits, ELL Parent Orientation Sessions are also conducted to advise parents of their program options in New York City, view the ELL Orientation Video, complete the HLIS and Parent Survey & Program Selection form.

14) Spanish and French are offered to our ELLs

C. Schools with Dual Language Programs

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

School with Dual Language Programs

This section does not apply as we do not have a Dual Language program at our school this year.

D. Professional Development and Support for School Staff

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

Professional Development and Support for School Staff

1. Brooklyn Generation High School offers extensive ongoing professional development for all ELL personnel at the school.
- 2 As our 12th graders prepare for college, staff is supported in assisting ELL students in making a smooth transition through:
 - the use of advisory time in ELL classes for explicit instruction in effective use of college directories, with a particular focus of identifying schools that are a good match based on individual student data and program offerings relevant to ELLs
 - use of advisory time to assist all grades in developing SMART Goals aligned to their high school education and beyond
 - familiarizing 12th grade students with their individual data profile and its role in the college admissions process
 - empowering ELL students to take on greater ownership of their education by familiarizing 12th grade ELL students with the meaning of their status as an ELL and its technical implications in college (i.e., implications of the NYSESLAT proficiency level on their high school program, per CR154) and testing modifications to which they are entitled as ELL students
 - parent workshops on demystifying the college Application Process, specifically targeting the needs of ELL students and their families
 - collaboration between their guidance and college and career counselors and ELL Coordinator in identifying colleges with program offerings well-aligned to individual student needs
 - availability of small group and individualized sessions with the guidance counselor with translation and interpretation support available
 - availability of all school correspondence regarding all aspects of the high school to college transition in the preferred language of both the student and parent(s)

- opportunities for students to gain college credits in high school through participation in the College Now program
- field trips to universities and colleges

3.) All staff (including non-ELL teachers) receive the minimum 7.5 hours of ELL training as per Jose P. ELL training for all staff in conducted by the ELL Coordinator for 20 minutes monthly at the faculty Opportunity to Learn (OTL) meeting, leading to 3 hours of training in this format over the course of the year. Additionally, the ELL Coordinator ensures that non-teachers of ELLs (who are not part of the regular professional development plan for ELL personnel) participate in an additional 4.5 hours of professional development for ELLs over the course of the year, documented through individual/small group coaching logs and/or the completion of the in-house Professional Development Form for relevant offsite training.

E. Parental Involvement

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

Parental Involvement

1.) Parents are involved at our school on many levels. Our school is 2.63% ELL at the time of writing. Parents of ELL students participate in the following:

- ELL Parent Workshops provided by our Parent Coordinator
- High School Transition Workshops for ELL Parents
- Scholars/Progress Celebrations
- Parent-Teacher Conferences
- School Leadership Team
- Curriculum Night
- PTO
- NYSESLAT Proficiency/Progress Award Ceremonies
- open-houses

2.) We do not currently have any such CBO affiliations.

3.) The needs of parents are evaluated using both data and ongoing communication with parents. Parental needs are identified through:

- constant communication between the Parent Coordinator and parents
- school staff who are themselves parents and residents of the local community
- review of BESIS data, with a focus of the Parental Option
- review of Parent Survey & Selection Form data
- School Progress Report
- Learning Environment Survey
- School Quality Review
- comparative analysis of parent attendance data at various workshops and other involvement opportunities
- direct communication with parents via the SLT, PTO, and other parent involvement opportunities (i.e., Breakfast with the Principal)
- previous year's attendance data
- attendance data at Parent-Teacher Conferences & Meet The Teacher Night
- suspension data
- careful investigation and evaluation of parental requests that are not well aligned with research

4.) How do your parent involvement activities address the needs of parents?

Parent involvement activities are geared toward empowering parents as well-informed educational advocates and role models for their children and providing parents with positive and culturally and linguistically affirming opportunities to participate in their children’s education. All parent involvement opportunities include translation and interpretation support. To this end, this year parent involvement activities designed to empower parents as well-informed educational advocates and role models will focus on:

- supporting literacy development at home
- use of ARIS Parent Link
- supporting psychological and cognitive development at home
- supporting character development at home
- cultivating healthy and research-supported conceptions of personal identity, with an emphasis on bilingualism, biculturalism and bi-literacy
- providing parents
- creating differentiated avenues for parents to provide input such as the adoption of ImpactED this year
- education for parents on state policies and procedures, with a focus on ELL mandates
- education on specific topics in which parent request are not well aligned to research, with a focus on helping parents better understand pedagogical decision making from a theoretical perspective, with a focus on ELLs
- education on Second Language Acquisition
- education on Multi-Cultural education and identity development

In addition to ceremonies recognizing achievement and progress already in place, parent involvement activities targeting ELL geared toward providing parents with positive and culturally and linguistically affirming involvement opportunities, will focus on opportunities with the following characteristics:

- hands-on opportunities to collaborate in meaningful learning with the child
- low-linguistic demand activities
- consistent availability of supplemented by translation and interpretation support
- opportunities to for students to have a voice in what learning experiences they would like to share with their parents
- a focus on public service with a focus on the environment as a family (i.e., beautifying the school or local community with plants)
- a focus on hands on, inquiry-based learning in math and science (i.e., science experiments you can do at home)
- a focus on public service through the arts as a family (i.e., beautifying the school)
- a focus on limited time commitment and scheduling conducive to parent availability

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										0	1	0	0	1
Intermediate(I)										2	2	2	1	7
Advanced (A)										4	1	1	0	6
Total	0	0	0	0	0	0	0	0	0	6	4	3	1	14

NYSESLAT Modality Analysis

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	4	0	0	0
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

Part VI: LAP Assurances

- a. How are the English Proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?

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

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