



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** BROOKLYN GENERATION HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 18K566

PRINCIPAL: LYDIA COLÓN BOMANI      EMAIL: LCOLONB@SCHOOLS.NYC.GOV

SUPERINTENDENT: AIMEE HOROWITZ

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

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Lydia Colón Bomani	*Principal or Designee	
Greg Pepin	*UFT Chapter Leader or Designee	
Shatieek McAllister	*PA/PTA President or Designated Co-President	
Stacy Loftin	DC 37 Representative, if applicable	
Jonathan Spear	CBO Representative, if applicable	
Dana Alogna	Member/Teacher	
Saara Liimatta	Member/Teacher	
Blair Namnoum	Member/Teacher	
Angela Henry	Member / Parent	
Kathleen Reily	Member / Parent	
Jacqueline Vega	Member / Parent	
Kelly Smith	Member / Parent	
Masani Defreitas	Member / Parent	
Rajandeep Singh	Student Representative	
Ahsan Saeed	Student Representative	
Diamond Wearing	Student Representative	

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

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

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

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

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

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

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

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

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

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

- By June 2012, improve students' ELA Regents pass rate by 5%.

### **Comprehensive needs assessment**

- Students of Brooklyn Generation High School have had an ELA Regents pass rate of less than 50%. An item analysis review of students' ELA Regents exams was used by the schools' administration, data specialist, ELA teachers and instructional coach to identify this goal.

### **Instructional strategies/activities**

- Brooklyn Generation will use a variety of instructional strategies across the content areas to support students in strengthening ELA skills and concepts. Some of these strategies include:
  - a) Building vocabulary across content areas: teachers will use / teach big idea words as they relate to lesson concepts, use high frequency academic words and high use content area specific words.
  - b) Modeling the writing process as well as display finished product of prior student work or a teacher generated model.
  - c) Activating prior knowledge or prior experiences.
  - d) Use of text representation.As well as the creation of leveled, differentiated student work groups to utilize the above strategies.
- Teachers will meet as content area teams and grade level teams to discuss and construct lessons that encompass these strategies within their lessons. Instructional coaches and administration will join content area as well as grade level teams to review student work and assess the effectiveness of the strategies used. Use of benchmark assessments will be used to assess student progress.

### **Strategies to increase parental involvement**

Brooklyn Generation will seek to have high levels of parental involvement by keeping them informed as to their child's progress through contact with students' advisory, parent engagement center and an established relationship with the school's parent coordinator. Workshops will be held to assist parents with additional strategies to use with their children at home.

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

- Actively programming classes to have reduced class sizes.
- Humanities course design and scheduling which allows for parallel teaching and grouped collaborative team teaching.
- Partnership with Generation Schools Network which provide the model for extended day and extended year while keeping small class sizes.

### **Service and program coordination**

-Continue existing partnerships (Jewish Board, Exalt, DOH etc.) to address the health, mental health and social needs of students.  
-All guidance courses, advisory courses and support groups will be structured to support student's ELA needs to assist with improving regents passing rates.  
--PPC team will periodically meet with AIT team to coordinate intervention services to improve regents passing rates.

### **Budget and resources alignment**

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Title I funds will be used to engage instructional coaches to work closely with the humanities content area teachers.
- Professional instructional materials to support content area and grade level curriculum development mtgs. during the regular school day
- Consumable instructional materials for use during extended day programs

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2**

- Develop curriculum maps for Humanities and ELA courses offered at Brooklyn Generation High School that are informed, aligned and coherent with Common Core Learning Standards by June 2012

### **Comprehensive needs assessment**

- Students of Brooklyn Generation High School demonstrated below grade level performance on baseline assessments as well as statewide assessments in the areas of English and History. These results are consistent with ELA, Global and US history Regents' pass rates as reported on the school's most recent progress report.

### **Instructional strategies/activities**

- Teachers review current curriculum and look for alignment with Common Core Learning Standards.
- Prepare lessons and units with Universal Design for Learning principles.
- Work with instructional coaches to support teachers to have students access and interpret complex text.
- Create initial and formative assessments to evaluate student need and progress.

### **Strategies to increase parental involvement**

Brooklyn Generation will seek to have high levels of parental involvement by keeping them informed as to their child's progress through contact with students' advisory, parent engagement center and an established relationship with the school's parent coordinator. Workshops will be held to assist parents with additional strategies to use with their children at home.

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

- Actively programming classes to have reduced class sizes.
- Humanities course design and scheduling which allows for parallel teaching and grouped collaborative team teaching.
- Partnership with Generation Schools Network which provide the model for extended day and extended year while keeping small class sizes.

### **Service and program coordination**

All guidance courses, advisory courses and support groups will reinforce academic strategies through the use of journaling and group exploration that are aligned with CCSS.

-Guidance Counselors and social workers will collaborate with teachers for assistance with developing curriculum maps and unit plans that integrate ELA standards.

### **Budget and resources alignment**

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Title I funds will be used to engage instructional coaches to work closely with the humanities and ELA content area teachers.
- Professional instructional materials to support content area and grade level curriculum development mtgs. during the regular school day
- Professional development funds for in house prep and professional curriculum consultants
- Per session hours to create, edit and finalize curriculum maps

### ANNUAL GOAL #3 AND ACTION PLAN

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

<p><b>Annual Goal #3</b></p> <ul style="list-style-type: none"><li>• Establish an Academic Intervention Team to create and provide interventions for our lowest level readers. By June 2012, move the members of this group up two reading levels as measured by the Scantron Performance Series standards based assessment in reading.</li></ul>
<p><b>Comprehensive needs assessment</b></p> <ul style="list-style-type: none"><li>• Teacher scholarship data and student pass rate data revealed that our lowest level readers are not passing classes and are not passing state exams even at minimum levels.</li></ul>
<p><b>Instructional strategies/activities</b></p> <ul style="list-style-type: none"><li>• Special education teachers, grade level teachers and instructional coach to meet weekly to discuss and review interventions for lowest level readers.</li><li>• Academic Intervention Team will work to develop intervention plans for students that make up this group.</li><li>• Use a reading assessment testing instrument to establish the baseline</li><li>• Work with grade level teachers to bring strategies into classroom instruction.</li><li>• Use classwork grade and assessments to determine effectiveness of interventions.</li><li>• Refine interventions to continue interventions in classroom instruction.</li></ul>
<p><b>Strategies to increase parental involvement</b></p> <p>Brooklyn Generation will seek to have high levels of parental involvement by keeping them informed as to their child's progress through contact with students' advisory, parent engagement center and an established relationship with the school's parent coordinator. Workshops will be held to assist parents with additional strategies to use with their children at home.</p>
<p><b>Strategies for attracting Highly Qualified Teachers (HQT)</b></p> <ul style="list-style-type: none"><li>• Actively programming classes to have reduced class sizes.</li><li>• Humanities course design and scheduling which allows for parallel teaching and grouped collaborative team teaching.</li><li>• Partnership with Generation Schools Network which provide the model for extended day and extended year while keeping small class sizes.</li></ul>
<p><b>Service and program coordination</b></p> <p>All guidance, advisory courses and support groups will reinforce academic strategies through the use of journaling and group exploration that are aligned with CCSS. -Guidance Counselors and social workers will collaborate with teachers for assistance with developing curriculum maps and unit plans that integrate ELA standards.</p>
<p><b>Budget and resources alignment</b></p> <p>As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:</p> <ul style="list-style-type: none"><li>• Professional instructional materials to support Academic Intervention Team meetings during the regular school day</li><li>• Title I funds will be used to engage instructional coaches to meet and work all teachers of this group to assist in developing academic intervention plans.</li><li>• Consumable instructional materials for use during extended day programs</li></ul>

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

- tudents in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>	77	62	62	79	4	0	13	1
<b>10</b>	1	14	5	1	13	0	12	0
<b>11</b>	5	16	22	5	4	0	2	0
<b>12</b>	15	4	20	5	3	0	2	0

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

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

<b>Academic Intervention Services (AIS)</b>	<b>Description</b>
<b>ELA</b>	Students receive AIS in a push in model as part of the morning Foundation Courses that meet 5 days a week for 85 minutes per day, and in a push out model as part of the afternoon Studio Courses that meet 4 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.
<b>Mathematics</b>	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.
<b>Science</b>	Small group, daily instruction during school day (Monday, Tuesday, Thursday, and Friday) for 60 minutes.
<b>Social Studies</b>	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.
<b>At-risk Services provided by the Guidance Counselor</b>	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.
<b>At-risk Services provided by the School Psychologist</b>	Mandated counseling and academic and social/emotional evaluations.
<b>At-risk Services provided by the Social Worker</b>	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.
<b>At-risk Health-related Services</b>	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.

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

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

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

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
  - ❖ Parent Association will team with College Advisors and College and Career Team for ½ hour workshops at monthly meetings
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
  - ❖ Parent will be provided with Regents updates, info at meetings.
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
  - ❖ Parent Coordinator will correspond with parents via telephone messages and email about DOE seminars, college readiness, special needs workshops, support, scholarship and career-related assistance for students and parents
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with

disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
  - ❖ PC to run, create and seek out organizations to partner with for workshops and seminars.(i.e. Trained in Masterful Parenting Certificate Workshop through Education4Excellence. Target group: ACS cases, parents of at-risk teens, but open and helpful to all
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement

requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
  - ❖ PC will download DOE forms, and use Translation Unit for Parent Events; parent teacher conference, family nights, and meetings to encourage participation of (ELL families) so all feel welcome.
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference; hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;  
PC will work closely with Parent Association and principal to host events for families to come together at the school to build and foster an inter-generational learning environment.
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;  
PC operates in room designated as the Parent Engagement Center and will order books and periodicals for parents.
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- PC will assist College Advisors with mailing Transcript evaluations for seniors, encourage individual meetings
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- PC will bridge in-school news with homes by updating parents via email announcements, mailings and phone updates. Will build and maintain a blog for parents.
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

#### ***SCHOOL-PARENT COMPACT***

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-

parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

### **I. School Responsibilities**

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;  
PC will maintain a bulletin board and info central center for parents who come into the school.

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- PC will assist parents in using ARIS, and other DOE related websites to gain resources and information needed.
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;
- PC will send copies of Parents Rights to each Parent Association Meeting and Parent-Teacher conference.

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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

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

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Chris Groll / Terry Byam</b>	District <b>18</b>	Borough <b>Brooklyn</b>	School Number <b>566</b>
School Name <b>Brooklyn Generation</b>			

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

Principal <b>Lydia Colón Bomani</b>	Assistant Principal <b>Luis Garcia</b>
Coach <b>Gem Jonas / CFN Network 404</b>	Coach
ESL Teacher <b>Laura Vann-La Russo</b>	Guidance Counselor <b>Oral Johnson</b>
Teacher/Subject Area <b>Dana Alogna / English</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Antonette Bailey / Special Ed.</b>	Parent Coordinator <b>Robin Simmons</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>Terry Byam</b>	Other <b>type here</b>

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

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

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

### D. School Demographics

Total number of students in school	<b>338</b>	Total Number of ELLs	<b>18</b>	ELLs as share of total student population (%)	<b>5.33%</b>
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## Part II: ELL Identification Process

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

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

Identification of prospective ELLs begins with the registration process. At enrollment, the Home Language Identification Survey (HLIS) is administered by the ELL Coordinator, Ms. Vann-La Russo, 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, Ms. Vann-La Russo or properly licensed ESL or bilingually licensed pedagogue, with the use of 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). This assesment is administered by the ELL Coordinator, Ms. Vann-La Russo. 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 a Non-Entitlement Letter is sent to the parent. If the student scores below proficiency on the LAB-R, the student 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 by the ELL Coordinator, Ms. Vann-La Russo.

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). The students of this group are scheduled throughout the week during the NYSESLAT testing window, for students to take and complete this assessment. The RHSV and RESI reports in ATS, provided the school with information with regard to ELL student status and eligibility. The students of this group are scheduled throughout the NYSESLAT testing window to take this test. There are four components of the NYSESLAT which are administred to ELL students during the allotted testing window. Content area teachers collaborate with the ELL Coordinator to assist in meeting testing requirements. 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. The ELL Coordinator, Ms. Vann- La Russo conducts ELL Parent Orientation Sessions. At this orientation, 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. The ELL Coordinator, who is a licensed and certified ELL pedagogogue, and the Parent Coordinator are available to assist parents with this survey. 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. All components of the process are always conducted in the parents native language and all documentation is provided in the native language as well.

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

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

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. All letters, once collected, are kept on file with the ELL Coordinator. This is also the case with parent surveys and program selection letters.

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 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. Enrollment, placement and entitlement letters are kept and maintained by the ELL Coordinator. These documents are used to support parents in their choice of program.

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. The parent surveys and selection forms are used to evaluate trends and help inform the program for student and parent needs.

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

This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	10	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	5	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										0

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	
Dual Language										0
ESL	10			5			3		2	18
Total	10	0	0	5	0	0	3	0	2	18

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

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

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										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	0	0
Arabic										0	0	0	0	0
Haitian										2	5	3	2	12
French										0	0	0	1	1
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other										0	1	1	0	2
<b>TOTAL</b>	<b>0</b>	<b>4</b>	<b>7</b>	<b>4</b>	<b>3</b>	<b>18</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

### 1. How is Instruction Delivered?

A. Organizational Model: Brooklyn Generation provides a Freestanding ESL program, that includes push in, pull out, and collaborative teaching models, weekly professional development, grade team meetings to identify and support students identified as ELLs, in addition to collaborative planning time between the ELL Coordinator and the General and Special Education teachers.

B. Program Model: Students are provided with ELL supports, as an ungraded heterogeneous group during small group instruction in the General Education classroom.

### 2. How does the organization of your staff ensure that the mandated instructional minutes are met in accordance with proficiency levels for each program?

The scheduling and program at Brooklyn Generation provides ample opportunity for ELL students to receive their mandated minutes of instruction and support. Our ESL program provides collaborative teaching between the ELL Coordinator and Content Teachers on a daily basis. Pull out instructional supports are also provided based on individual need, mandate and proficiency level. Small group instruction in mixed heterogeneous groups is implemented, and allows ELL students to work collaboratively with ungraded Non ELL peers, to help support English Language and Academic Language Acquisition in reading, writing, speaking and listening. The required minutes, 540 minutes for beginners (there are 3 at BGS), 180 for advanced (there are 5 students at BGS) and 180 minutes for advanced (BGS has 10) are met with collaboration between ELL and ELA teachers. The ELL Coordinator maintains open and ongoing communication throughout the week, with content teachers, to identify barriers to students progress, to provide differentiated instruction that reflects the academic language and concepts that are being taught across content subjects. Professional Development and Resources that support differentiated instructional needs of ELLs, are provided by the ELL Coordinator as needed/requested.

### 3. Describe How the Content Areas are Delivered? As a Freestanding ESL program, our instruction is delivered in English, throughout all content areas. Students are instructed with a focus on reading and writing across content subjects, differentiated handouts, graphic organizers, the use of video, and student pairing based on home language commonality is used to support comprehension of content concepts.

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUITY, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in listening skills for intermediates, including increased use technological activities in the classroom

## A. Programming and Scheduling Information

- Small group Academic Intervention classes in ESL to target language modalities according to their needs
- All activities and additional support offered to our ELL population are focused on their acquisition of language proficiency and academic progress.

### Implications for LAP in English Language Arts Area

In order to support our ELL students population, we are working to ensure:

- Collaboration between content area and ESL teachers
- Regular assessment of our ELL population using the performance series and data analysis using ARIS to drive and differentiate instruction
- Implementation all language modalities during the lesson, e.g. group discussions, journals
- Participation in professional development opportunities focusing in instructional strategies for ELLs; such as, Quality Teaching for English Learners
- Ensure that Literacy coach works closely with teachers (ELA, ESL and content area) to support rigorous instruction
- A print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.

### Implications for LAP in Mathematics Content Area

In order to support our ELL students population, we are working to ensure:

- Regular assessment of our ELL population using the performance series and data analysis using ARIS to drive and differentiate instruction
- Opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall
- Writing as a component of the mathematics lesson, e.g. daily journals
- Opportunities to convey to others problem solving strategies and the justification of their answer by working in small collaborative groups
- Collaboration between content area and ESL teachers to map out student specific needs.
- Math teachers to participate on professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for ELL's

4. How do you ensure that students are appropriately evaluated in their home languages? Mandatory translated Regents exams, as well as bilingual dictionaries and glossaries are provided, as mandated. Teachers pair students who share home languages during classroom instruction. Translated text in the home language are also used.

### 5. How Do You Differentiate for ELL Subgroups?

The SIFE population students will be provided with academic intervention services as an extension of the regular school program during both push in and pull out services.

- Making an individualized student needs assessment
- Creation of an AIS plan for the student focus on the literacy and math component
- Grade appropriate instructional support materials
- Differentiation of instruction in all areas
- Staff will receive professional development in the new ALLA assessment to identify SIFE students; and in strategies that benefit the SIFE students within classroom instruction.

Newcomers will be provided with small group instruction, differentiated handouts, hands on theme based projects, and group based projects to increase exposure to English and content concepts, and encourage full participation in English only content classrooms.

Instructional plans will include increasing student's reading levels and passing rates, related to the Regents and ELA, and Humanities through increased after school tutoring, Saturday school, and increased collaborative planning time between teachers.

Long term ELLs will be targeted by the school inquiry team, to further track student progress, discuss, evaluate, and present suggested



**Courses Taught in Languages Other than English **

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

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

1. Targeted intervention programs will include extended class time, increased collaboration within BGS grade and content teams to ensure that ELL instructional supports and entitlements are maintained as indicated 2 years after testing out. Instructional goals across school with a focus on English, Humanities ELA and Regents. For the upcoming school year improvements will include pull out support with small group instruction that support lower level literacy students. Increased opportunities to develop critical analysis, point of view, text to self, text to world connections, that increase academic understanding and application across content areas. Newly identified ELL students attend our school Parent /Student Orientation night, where they can meet other parents gain more information about the school and ELL services and entitlements We also hold international potlucks and consistently send mailings about school wide activities and events, No programs for ELLs will be discontinued. Equal access to programs will be provided through translation services for parent communication, and during meetings as requested. Language Electives offered to ELLs are French and Spanish .

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

**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)?

Paste response to questions 1-5 here

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

**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.

1. ELL Coordinator will continue to attend PD opportunities through the Department of Education, and by receiving weekly mentoring hours from Generation Schools Network in conjunction with the school's Gen and Special Education teachers

2. Staff is provided with a minimum of 7.5 hours of Professional Development regarding ELL instructional and social emotional needs. Staff are informed of who our ELL students, and proficiency levels. ELL Coordinator, along with the school's wellness team work together to ensure a full intake and parent interview is completed.

3. The mandated 7.5 hours of PD addresses intake process, assessment, and identification. Additional informational sessions include ELL instructional strategies, classroom library development, and Universal Design methodology.

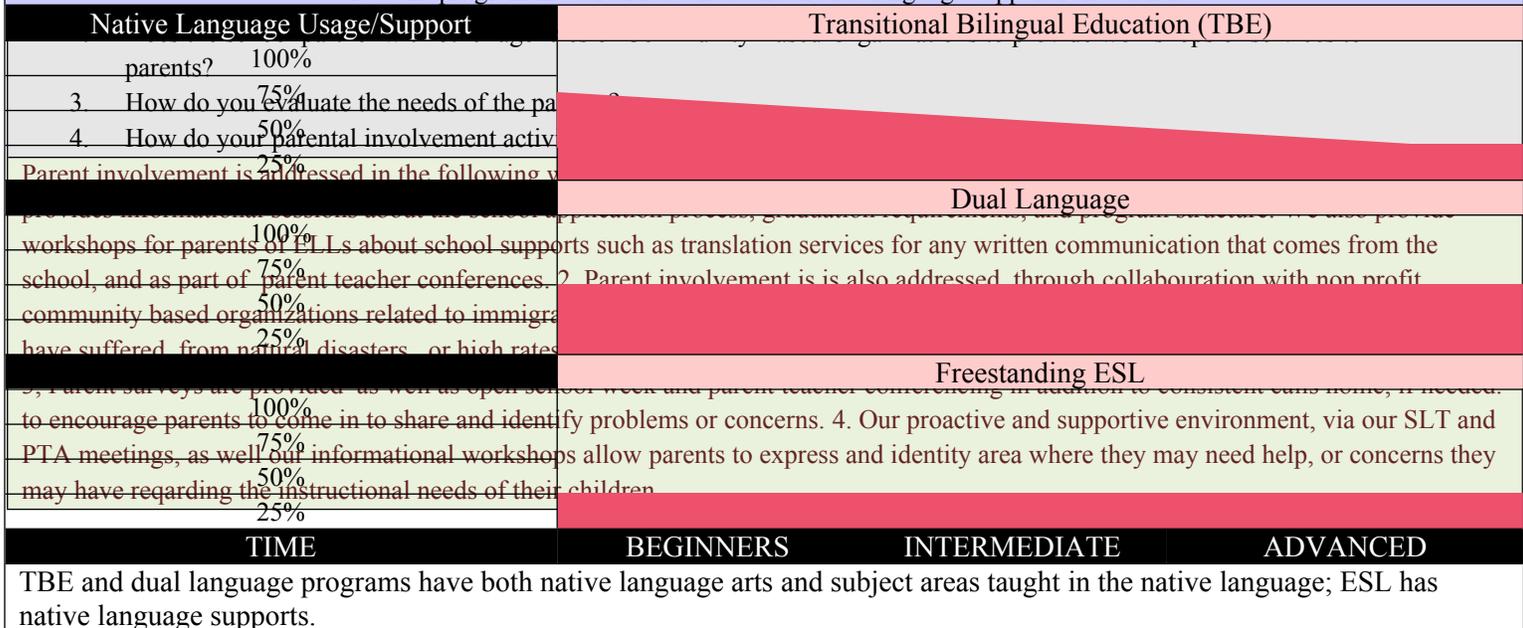
## D. Professional Development and Support for School Staff

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.

1. ELL Coordinator will continue to attend PD opportunities through the Department of Education, and by receiving weekly mentoring hours from Generation Schools Network in conjunction with the school's Gen and Special Education teachers
2. Staff is provided with a minimum of 7.5 hours of Professional Development regarding ELL instructional and social emotional needs. Staff are informed of who our ELL students, and proficiency levels. ELL Coordinator, along with the school's wellness team work together to ensure a full intake and parent interview is completed.
3. The mandated 7.5 hours of PD addresses intake process, assessment, and identification. Additional informational sessions include ELL instructional strategies, classroom library development, and Universal Design methodology.

## Native Language Usage and Supports

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



## B. Programming and Scheduling Information--Continued

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

1. Targeted intervention programs will include extended class time, increased collaboration within BGS grade and content teams to ensure that ELL instructional supports and entitlements are maintained as indicated 2 years after testing out. Instructional goals across school with

## B. Programming and Scheduling Information--Continued

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

1. Targeted intervention programs will include extended class time, increased collaboration within BGS grade and content teams to ensure that ELL instructional supports and entitlements are maintained as indicated 2 years after testing out. Instructional goals across school with a focus on English, Humanities ELA and Regents. For the upcoming school year improvements will include pull out support with small group instruction that support lower level literacy students. Increased opportunities to develop critical analysis, point of view, text to self, text to world connections, that increase academic understanding and application across content areas. Newly identified ELL students attend our school Parent /Student Orientation night, where they can meet other parents gain more information about the school and ELL services and entitlements We also hold international potlucks and consistently send mailings about school wide activities and events, No programs for ELLs will be discontinued. Equal access to programs will be provided through translation services for parent communication, and during meetings as requested. Language Electives offered to ELLs are French and Spanish.

## 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)?

Paste response to questions 1-5 here

## 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.

1. ELL Coordinator will continue to attend PD opportunities through the Department of Education, and by receiving weekly mentoring hours from Generation Schools Network in conjunction with the school's Gen and Special Education teachers

2. Staff is provided with a minimum of 7.5 hours of Professional Development regarding ELL instructional and social emotional needs. Staff are informed of who our ELL students, and proficiency levels. ELL Coordinator, along with the school's wellness team work together to ensure a full intake and parent interview is completed.

3. The mandated 7.5 hours of PD addresses intake process, assessment, and identification. Additional informational sessions include ELL instructional strategies, classroom library development, and Universal Design methodology.

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## 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?

Parent involvement is addressed in the following ways: The parent coordinator establishes monthly meetings as part of our efforts to provide informational sessions about the school application process, graduation requirements, and program structure. We also provide workshops for parents of ELLs about school supports such as translation services for any written communication that comes from the school, and as part of parent teacher conferences. 2. Parent involvement is also addressed through collaboration with non profit community based organizations related to immigration information and crisis intervention, for those ELLs coming from countries that have suffered from natural disasters, or high rates of poverty. In this case, the guidance office acts as a resource for parents. 3. Parent surveys are provided as well as open school week and parent teacher conferencing in addition to consistent calls home, if needed. to encourage parents to come in to share and identify problems or concerns. 4. Our proactive and supportive environment, via our SLT and PTA meetings, as well our informational workshops allow parents to express and identify area where they may need help, or concerns they may have regarding the instructional needs of their children,

# Part V: Assessment Analysis

## B. After reviewing and analyzing the assessment data, answer the following

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?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Our school uses feedback regarding student literacy skills, based on the periodic assessments and feedback from the NYS Regents exams

## Additional Information

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

in addition to our new focus on the common core as they relate to the ELA Humanities and Math , BGS will continue to promote full integration of our ELL students into the Gen Ed classrooms, by providing Literacy based and critical anlysis of content based instruction, that relates across . Ell coordinator will continue to provide professional development, and resources that support our ELLs, for the Ged Ed and Sped Ed Staff

### 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)										1		1		2
Intermediate(I)										1				1
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	2	0	1	0	3

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	5			
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	3			
Physics				
Global History and Geography	3			
US History and Government	3			
Foreign Language	0			
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								

### B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Our school uses feedback regarding student literacy skills, based on the periodic assessments and feedback from the NYS Regents exams. The Inquiry Team examines the results of these tests, and brings the information back to the schools grade teams. Instructional strategies are discussed, at which point department meetings are held, and a curriculum map is created by the content area departments. This has resulted in increased use of visual materials, such as smart boards, film clips, and graphic organizers to support content concepts and facilitate reading and writing across the curriculum. Teachers have learned based on information and their own student assessment, that our ELLs need continued and consistent support in reading, writing, speaking and listening as these modalities relate to the ELA, math and the humanities.

### Additional Information

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

In addition to our new focus on the common core as they relate to the ELA Humanities and Math, BGS will continue to promote full integration of our ELL students into the Gen Ed classrooms, by providing Literacy based and critical analysis of content based instruction, that relates across. Ell coordinator will continue to provide professional development, and resources that support our ELLs, for the Gen Ed and Sped Ed Staff

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
L. Colón Bomani	Principal		12/19/12
Louis Garcia	Assistant Principal		12/19/12
Robin Simmons	Parent Coordinator		12/19/11
L. Vann-La Russo	ESL Teacher		12/19/11
	Parent		1/1/01
Dana Alogna	Teacher/Subject Area		12/19/11
Antonette Baily	Teacher/Subject Area		12/19/11
Gem Jonas	Coach		1/1/01
	Coach		1/1/01
Oral Johnson	Guidance Counselor		1/1/01
Terry Byam	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 18K566      **School Name:** Brooklyn Generation High School

**Cluster:** 04      **Network:** 404

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

**Part A: Needs Assessment Findings**

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

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 is their home language. 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 a small cohort of students whose families speak Spanish, Haitian-Creole, French or Urdu. In those cases, families have some capacity to communicate in English whether it is via a parent, extended family member or sibling.

## Part B: Strategies and Activities

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

The school has minimal need for written translation. If the need arises, written translation of materials into Spanish and Haitian-Creole can be provided by the staff of the school. When needed, written translation of materials into Urdu 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 is regularly in need of oral interpretation and translation services at parent conferences and PTA meetings and an occasional need when specific issues arise with individual students. We have teachers on staff and parents who assist with interpretation and translation, when necessary. If necessary, oral translation to Spanish and Haitian-Creole can be provided by 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 for Spanish and Haitian-Creole speaking families. The school will also look to utilize the services of the DOE's Department of Translation and Interpretation Unit. Should the need arise, the school will contact the DTIU in advance for scheduled meetings. The school may also use services provided by phone for individual and otherwise unscheduled events.

