



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: BROOKLYN GENERATION SCHOOL

DBN: 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 School Comprehensive Educational Plan (SCEP), 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 SCEP 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	
Deverne Greene	*PA/PTA President or Designated Co-President	
Stacey Loftin	DC 37 Representative	
1 Kalia Monlyn 2. Rachel Pierre	Student Representatives	
Jonathan Spear	CBO Representative, if applicable	
Tanya Odums	Member/ Social Worker	
John Namnoum	Member/ Teacher	
Dana Alogna	Member/ Teacher	
Saara Liimatta	Member/ Teacher	
Jusinta Greenaway	Parent	
Kelly Smith	Parent	
Brenda Hydeburg	Parent	
Mozeik Perkins	Parent / Alternate	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

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

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- “In my school curriculum, instruction, related services and assessments are aligned. (6.1)” 26% of the teachers responding disagreed with this statement. (Learning Environment Survey 2011 -2012, page 13)

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 2.2 School leader’s vision

 X 2.4 School leader’s use of resources

_____ 2.3 Systems and structures for school development

_____ 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- By June 2013, Brooklyn Generation School will utilize teacher-led Grade Teams to implement and evaluate the following: curriculum, assessments and related services (RTI); Special Education services including ICT and SETTS; Regents, SAT and College Readiness preps., The Grade Team Leaders will work with 100% of teachers in the ELA, Social Studies, Math and Science departments, completing two unit plans in humanities and STEM that reflect performance tasks and assessments aligned with PARCC assessments and the Common Core Curriculum standards.

Instructional strategies/activities

Generation Schools’ unique model expands learning time by reorganizing the use of school resources. The model creates a longer instructional year for students without increasing the work year for staff. The model arranges staff into grade level teams, plus a “College and Career Intensives” team; by rotating when the Intensives team works with the different grade levels, the school is able to provide a longer school year. By overlapping when teams are working, the model provides teams much more professional time each year. In addition, by rethinking course offerings and sequences, the model creates opportunities for teachers to rethink curriculum, pedagogy and instruction.

Generation Schools will support the administration and grade team leaders at Brooklyn Generation to plan strategically and facilitate the work at each grade level, and build the pedagogical and leadership capacity of the grade team leaders. The grade team leaders will support the work of their colleagues, to research, implement and articulate best practices, creating rigorous interdisciplinary units. The administration with teacher leaders along with their grade teams, will establish topics for the development of Common Core aligned units of study in literacy and numeracy. They will:

1. Establish a calendar for completion of units for each grade team
2. Clarify “what’s a unit?” and develop a format for planning an integrated unit
3. Establish a rigorous final product / project for the unit, and plan backwards from the final project
4. Establish a set of common instructional techniques to build into each unit, using writing to learn and questioning strategies
5. Develop rigorous benchmarks, performance tasks, and assignments for each unit
6. Reflect on and revise unit plans, and formative and summative assessments
7. Develop strategies to group students for instruction – instructional rotation / small groups

These teacher teams will be using daily common planning time to facilitate the work. Units will be developed, review and revised by November 1, 2012.

The first group of teachers will execute their units and come back to the team with student work in January 2013 for assessment of effectiveness, the recommendations for improvement on unit plans will be utilized to create and execute the second set of unit plans. By May 2013, Pre, post and benchmark assessments will be used to evaluate the effectiveness of the second set of unit plans.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Priority Focus funding

Service and program coordination

- Our partnership with Generation Schools Network (GSN) as the Curriculum and Staff Developers support our distributive leadership development process by providing coaches and mentoring. (Focus Money)
- Contracted literacy coach will work with grade team leaders and humanities teachers to support the design and implementation of interdisciplinary units and enhancements to curriculum. (Paid for using Title I).
- Time is allocated weekly for teachers to plan in grade teams. (No cost)
- Agendas will be created so departments have opportunities to engage in curriculum revisions, paying particular attention to increased opportunities for the use of technology. (No cost)
- Professional development time will be allocated to topics around designing, and analyzing interdisciplinary units (No cost)
- Grade Team Leaders will utilize extended day to support this work (8 Team Leaders, Instructional strategies / activities 1, 2, 4, 7). (Focus Money 10 hours per session activity per team leader)
- Teachers in all departments will utilize extended day to engage in this work (12 teachers, Instructional strategies / activities 3, 5, 6). (Focus Money 10 hours per session activity per teacher)
- Supervisor per session (Focus Money 10 hours)

activity per teacher)

- Supervisor per session (Focus Money 5 hours)

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Increase academic rigor in all classes to ensure that all students are cognitively engaged. (1.1)
(DOE Quality Review Report 2011 – 2012 page 6).

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 4.2 Instructional Practices and strategies

_____ 4.4 Classroom environment and culture

X 4.3 Comprehensive plans for teaching

_____ 4.5 Use of data, instructional practices and student learning

Annual Goal #3

- By June 2013, teachers will create two CCLS aligned interdisciplinary unit plans at each grade level (9-12) with a humanities focused for ELA and Social Studies and STEM focused for Math and Science, to better prepare students for PARCC assessments.

Instructional strategies/activities

Teachers will work in departments to engage in a unit plan tuning protocol in order to ensure units are CCLS aligned and incorporate opportunities for students to conduct research, use supporting evidence, and engage in rigorous discussions (or have the opportunity to demonstrate fluency, application, and conceptual understanding in Math). Particular attention will be paid to creating opportunities to use technology in the unit to support student engagement and achievement, and make real-world connections.

1. Teachers will work in departments to design performance-based assessment tasks both in the Fall and the Spring where student mastery in identified CCLS are measured.
2. Students will complete at least two performance based assessment tasks (Fall and Spring) in their ELA, math, social studies, and science classes.
3. Departments will use a common rubric to assess students.
4. Data will be entered into the SKEDULA system and reports will be generated for all teachers.
5. Teachers will analyze student data on these reports.
6. Teachers will reflect collaboratively to assess student data and reflect on the implications for their curriculum.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: Priority Focus funding

Service and program coordination

- Contracted literacy coach will work with humanities teachers to support the design and implementation of interdisciplinary units and enhancements to curriculum. (Paid for using Title I).
- Professional development time will be allocated to topics around designing and analyzing interdisciplinary units (Tax levy)
- Grade Team Leaders will utilize extended day to support this work (8 Team Leaders, Instructional strategies / activities 2, 3). (Focus Money 5 hours per session activity per team leader)

- Teachers in all departments will utilize extended day to engage in this work (12 teachers; Instructional strategies / activities 1, 4, 5, 6). (Focus Money 5 hours per session activity per teacher)
- Supervisor per session (Focus Money 5 hours)

- The Parent Involvement Team is open to any member of the community and will meet monthly before the scheduled PTA meetings (4pm to 5pm). (Teacher per session paid for using tax levy money)
- School Messenger updated daily by a member of the support staff. (School Messenger paid through a cluster grant)

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Scaffold questioning, repeated readings, writing to learn.	Small group, daily instruction during school day five days a week for 60 minutes and afterschool for 2 hours weekly with small group tutoring.	This takes place during class instruction and additional tutoring takes place during lunch and after school.
Mathematics	Scaffold questioning, writing to learn.	Small group, daily instruction during school day five days a week for 60 minutes and afterschool for 2 hours weekly with small group tutoring.	This takes place during class instruction and additional tutoring takes place during lunch and after school.
Science	Scaffold questioning, repeated readings, writing to learn.	Small group, daily instruction during school day five days a week for 60 minutes and afterschool for 2 hours weekly with small group tutoring.	This takes place during class instruction and additional tutoring takes place during lunch and after school.
Social Studies	Scaffold questioning, repeated readings, writing to learn.	Small group, daily instruction during school day five days a week for 60 minutes and afterschool for 2 hours weekly with small group tutoring.	This takes place during class instruction and additional tutoring takes place during lunch and after school.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling services by Guidance Counselor and Social Worker.	Guidance Counselor and Social Worker deliver one on one and small group counseling.	Services are provided to students as a part of their school day at a prescheduled time.

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

Brooklyn Generation employs a multi-step process to recruit, select and support new teachers throughout all of which we take care to ensure teachers are highly qualified.

Recruitment. With support of our partner, Generation Schools, we advertise all open positions widely. In these initial communications with applications, we re-iterate that teachers need to be State certified in the subjects which they will teach.

Selection. We filter applicants through a number of screens including screens of resumes, phone screens, in person interviews, collaborative planning sessions and demo lessons. In the initial screens, we determine if teachers are State certified and city licensed.

Induction and Assignment. The vast majority of teachers are hired to be part of a grade level team. We ensure that teachers are highly qualified to teach the discipline required of the team, at that grade level. For example, while a teacher with a Social Studies certificate may be “highly qualified” to teach Global Studies, American History or Participation in Government, at different grade levels, a teacher with a Living Environment certificate needs to be on the appropriate grade team to teach Living Environment and not Chemistry or Earth Science.

In addition, when we consider other classes teachers may teach aside from the core course that is their primary responsibility, we check that the teacher is properly certified and licensed to teach that subject. If a teacher is teaching one elective class, for example, we make sure that the teacher is highly qualified to do so.

In some cases in the past, we have used the HOUSSSE to determine that a teacher is highly qualified to teach a subject. Currently, there are no teachers teaching classes based on the results of the HOUSSSE.

Support and Professional Development Over Time Teachers at Brooklyn Generation have more time for professional development and more support for their professional growth. In some cases, teachers have used this support to secure additional certifications or credentials to be highly qualified, to teach additional subjects or grades.

Brooklyn Generation draws on a number of providers of high quality, differentiated professional development to support individual teachers, Grade Team Leaders and teacher teams.

All of this support has allowed staff to become more successful with their individual students, connected and mutually supportive of their colleagues, and more likely to be retained over time.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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;
 - Parents will receive copies of student's report card and transcript via mail when distributed to students. Grades 11 and 12 parents will receive graduation requirement worksheets to track student's progress towards graduation when they meet with administrators and college guidance counselors to chart their child's advancement towards graduation.
 - All parents/guardians and students will have online access to Skedula/Pupil Path by receiving registration codes.
- 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;
 - Parent Coordinator will maintain binder of Pupil Path registration codes for all families and train parents at school events (i.e. workshops, parent association meetings, open school nights, or over the phone as necessary). Parents will be sent invitation letters to Pupil Path with information by regular mail, and email to begin process.
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
 - Parent Coordinator will establish contact between parents and school's Wellness and Preventive department (with permission from parent) to promote all-around support for our students and families. Staff members in position to assist will be contacted and prompted to further assist parent to expedite successful guidance for clarity and resolution.
- providing assistance to parents in understanding City, State and Federal standards and assessments;

- Parents are encouraged to meet with faculty and staff who share information and changes in standards as we receive it. Staff PDs provide the understanding to pass info on to parents at conferences and one- on-one meetings.
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
 - Parents will receive timely and concise information via phone message, email, standard mailings and bulletin board postings on school-wide programs and events, off-site academic and enrichment programs and opportunities that are age- and need- appropriate to them. Parents will continue to be invited to seasonal fairs and seminars provided by NYCDOE and private organizations including Special Camp Fair (RCSN), ELL Conference (DOE) and One World, Many Cultures (Annual BGS School Program).
- 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;
 - Faculty and Staff are invited to attend SLT meetings and participate in Parent Association meeting by facilitating workshops and discussion groups with parents on a variety of topics: improving parent-child relationships and communication, well-being, gang-awareness, etc.

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;
 - Materials and meals will be provided to parents at school workshops and events: parent-teacher conferences, college application workshops, learning survey workshop, books, and handouts for Masterful Parenting and Resume Writing workshops all covered for attendees.
- 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;
 - Parent Association Committee and SLT parent members will be alerted to all trainings and supported by the Parent coordinator to know when meetings are scheduled, to understand rules and regulations, and policy that affects the structure and operation of the committees. Meetings will be set throughout the season.

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- 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.;
 - Parent Coordinator will create and maintain a schedule appropriating time allotted for “housekeeping” tasks.
 - Parent Coordinator will establish new “needs-based” workshops with administration as non-isolated needs arise, i.e. day or evening workshops for new students and families from out-of-city/state/country to assist with transcript translation/evaluation as school systems differ. Efforts of PC, ELL teacher Program guidance, administration will be combined for expertise and best results.
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- 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;
 - Parent Engagement Center will provide monthly series of workshops that include: Masterful Parenting Series: improving parenting skills by re-assessing standards of common parental behavior; Crafting classes: empowering entrepreneurship and Computer Literacy and Proficiency: Classes from beginner- to intermediate facilitated by Parent Coordinator.
- 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;
 - Parents will have faculty speakers scheduled to review understanding the importance of surveys and reports. Special attention will be taken to get information to our parent base via phone and email with access and assistance in-house to computers and materials.
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;
 - Parent Coordinator will organize a Weekend breakfast during the Spring to present information for student and parent jobs, health care, summer programs and new school initiatives.

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;
- 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;

- 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;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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 1st 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;
- Parent Coordinator will host parents who come to conferences late or cannot attend conference by initially reviewing student's progress in Skedula to initiate communication between parent and teachers. Upon parent request, data will be printed and mailed.
- 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;
- Parent Coordinator will collaborate with ELL coordinator to access parent requests for translation in mailings and at meetings. Staff members who speak other languages will be asked to assist as necessary. Parents will be escorted to conferences and assisted with provided services.

- 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; documents of Parent's Rights, Policies, Quality Reviews and Progress Report will be available in Parent Engagement Center, during parent association meetings, SLT meetings and Title 1 events.

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; parents will be sent updated Staff Directories each Trimester with updated contact information.
- 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; School policy maintains "open-door policy" where parents will be invited and welcome to attend day and evening student presentations. Opportunity for school-wide family participation as well as encouraging one-on-one student progress meetings and college-readiness review with upper-class families will be planned by administration and parent coordinator.

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;
- 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 with all members of the school community. Administration and staff collaborate with one another and other schools within the campus for translation assistance during conferences, use of computer rooms, etc. for student achievement.
- 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;

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 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 their best to learn.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

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

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

C. Teacher Qualifications [i](#)

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

D. School Demographics

Total number of students in school	338	Total Number of ELLs	18	ELLs as share of total student population (%)	5.33%
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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 pedagogue, 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.

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	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)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
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
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	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:

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
TOTAL	0	4	7	4	3	18								

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

A. Programming and Scheduling Information

differentiated instruction techniques, based on teacher's assessment of student's progress reports.

6. BGS will continue to provide fully inclusive classrooms, supported by collaborative teaching, peer observation and feedback regarding instructional strategies. Grade teams, along with ELL Coordinator meet to develop curricular roadmaps that infuse ELL instructional strategies.

7. ELL instructional materials include graphic novels, leveled reading, and instructional websites such as Study Island. ELL instruction includes reading nonfiction, realistic fiction, a research project, and oral presentation, daily writing activities, that include text representation.

8. Targeted interventions

- 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.
- Small group Academic Intervention classes in ESL to target language modalities according to their needs

English Language Arts Area

- 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 Language 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.

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.
- Encourage Math teachers to participate on professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners
- Ensure that Math coach works closely with teachers to support rigorous instruction

Courses Taught in Languages Other than English ⓘ

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

- classes that are taught in English using books in the native language
- heritage classes

- foreign language (LOTE) classes

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

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

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

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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	

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.

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

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

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. 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

School Name: <u>Brooklyn Generation</u>		School DBN: <u>566</u>	
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

School Name: Brooklyn Generation

School DBN: 566

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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

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

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.

