



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001): **18K566**

School Name: **BROOKLYN GENERATION SCHOOL**

Principal: **LYDIA COLÓN BOMANI**

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (CEP)

Section 4: SCEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: Brooklyn Generation School School Number (DBN): 18K566
School Level: High School Grades Served: 9, 10, 11, 12
School Address: 6565 Flatlands Avenue, Brooklyn, NY 11236
Phone Number: 718-968-4200 Fax: 718-444-5419
School Contact Person: Lydia Colón Bomani Email Address: lcolonb@schools.nyc.gov
Principal: Lydia Colón Bomani
UFT Chapter Leader: Trung Truong
Parents' Association President: Shateek McAllister
School Leadership Team
Chairperson: Tanya Odums
1. Shakia Grey
2. Kayla-Rose Jules
Student Representative(s): 3. Daniel Lewis

District Information

District: 18 Superintendent: Michael Prayor
Superintendent's Office Address: 6565 Flatlands Avenue, Brooklyn, NY 11236
Superintendent's Email Address: mprayor@schools.nyc.gov
Phone Number: 718-968-4100 ext. 1100 Fax: 718-241-9223

Cluster and Network Information

Cluster Number: Cluster 5 Cluster Leader: Debra Maldonado
Network Number: 521 Network Leader: Alan Dichter

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in [blue ink](#). If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lydia Colón Bomani	*Principal or Designee	
Trung Truong	*UFT Chapter Leader or Designee	
Shateek McAllister	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative, if applicable	
1. Shakia Grey 2. Kayla-Rose Jules 3. Daniel Lewis	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Jonathan Spear	CBO Representative, if applicable	
Tanya Odums	Member/ UFT SLT Chairperson	
Sue Ann Arroyo	Member/ Parent	
Denise Simmons	Member/ Parent	
Jacqueline LaRose	Member/ Parent	
Justina Greenaway	Member/ Parent	
Jacline Bantegui	Member/ UFT	
Oksana Reznikova	Member/ UFT	
Cory Kretschmer	Member/ UFT	
	Member/	
	Member/	
	Member/	

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

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

7. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
8. **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
9. **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
10. **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
12. **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

Brooklyn Generation School (BGS) was founded in collaboration by Generation Schools Network (GSN) and the Department of Education (DOE), both of which share commitment to the school, goals and decision-making. BGS's instructional vision is to create a teaching and learning environment that serves the needs of all learners through building teacher capacity as outlined in the NYC DOE City-wide Instructional Expectations, Danielson rubric and framework, and Chancellor's Capacity Framework for 2014-2015.

Generation Schools seek to prepare generations of learners for life's responsibilities, challenges and opportunities. We intentionally support development of the whole child, preparing learners academically, socially, emotionally, creatively and physically. To facilitate this, GSN schools use time of resources differently to expand the types of learning students can engage in outside of lecture style 45 minute classes to include a blended rotational model, project-based learning, time for peer collaboration, independent work and use of computer skills. This model challenges the conventional school model as it considers the following factors:

- *Learning time:* extended school year (200 academic days) and extended school day (7 hours per day).
- *Smaller class size:* 18-25 students per class with a maximum of 27 students in Studio Courses. This gives multiple opportunities for students to be known, feel safe, supported and challenged by their teachers.
- *College and Career Readiness:* 280 hours per academic year, delivered through a College and Career Intensive Program and daily student advocacy course (College & Career Access).
- *Expanded common planning time for teachers:* A daily 55-minute common planning time in grade teams with an additional weekly 80-minutes in content teams, to provide time and support for teachers' collaboration.
- *Expanded professional development opportunities* for faculty and staff: an average of 20 days for professional development – five (5) days of Summer Institute, and an average of five (5) days twice a year during College and Career Intensives, in addition to the Chancellor's five (5) mandated PD days.
BGS staff has focused on the areas of managing student behavior, questioning strategies and using assessment in instruction. Focusing on these areas helped to facilitate data analysis and provide a foundation for differentiating instruction. While we are in the beginning stages of creating and designing a teaching environment for reflection of teacher practice, ongoing conversations are taking place with administration and among staff in team meetings and school wide professional development sessions.
- *Distributive leadership:* Teachers serve as content team and grade team leaders and act as critical friends to peers through inter-visitations and peer feedback, daily meetings around common instructional strategies, review student work and collaboratively plan for struggling students.

BGS is implementing a special initiative this school year in the area of Humanities. The Humanities Program at BGS is an opportunity for students to experience circular-content study – using language to understand the world. In these courses, students will integrate and evaluate content using English language skills and competencies to help them gain a deeper understanding and make relevant connections with historical and social themes. Using the CCLS standards that are already evident in ELA and Global/US History courses (vertically aligned during work in the Humanities Content Team), ELA and SS teachers will plan curricula that will help them to understand content using the skills of a writer, reader and historian. This year, each teacher in the Humanities Content Team will be expected to contribute their knowledge and expertise in their content area to the planning, delivery and assessment of this integrated Humanities curriculum and have it ready for implementation by June 2015.

BGS strengths, accomplishments and challenges

Strengths and Accomplishments:

Wellness and Preventive Structure

At BGS this structure is strength and a unique feature of the GSN model. It is comprised of Social Workers, Social Work Interns, Guidance Counselor, Attendance Teacher, and Community Associates. Its primary purpose is to provide holistic support and resources to students and families to address their specific needs (mental health, social-emotional, family crisis, homelessness, and non-custodial, legal issues) that may prevent them from being academically successful.

Grade Team Structure:

Two years ago we began the process of establishing a more effective structure to develop the leadership of teachers with the purpose of facilitating teachers professional development and creating a shared sense of ownership for students learning and achievement. Individual teachers were encouraged and supported to take leadership roles with their peers, learn to look at student data to inform instructional decisions, identify common skills across grade levels, look at their student work to assess level of student understanding, use of protocols to discuss students strengths and challenges and jointly develop goals and plan of action to support their students' academic and socio-emotional growth.

Through the Grade Team structure, BGS established an academic intervention team to create interventions for our lowest level readers as school staff use collaborative and data informed processes to set measurable and differentiated learning goals for student subgroups, and students in need of additional support. (QR statement 3.2).

Content Team Structure:

This year BGS has strengthened the Content Team structure with the specific purpose of revising existing curricula for alignment with CCLS, look for skills and content gaps and overlaps and to establish vertical instructional cohesion. Along with the Grade Team leaders, Content Team leaders meet weekly with school administration including Generation School Network partner.

Through the Content Team structure, teachers collaboratively developed and revised curriculum maps for Humanities and ELA courses offered at Brooklyn Generation School that are informed, aligned and coherent with Common Core Learning Standards as we work to design engaging, rigorous and coherent curricula, for a variety of learners that are aligned to key State standards (QR statement 1.1)

BGS has demonstrated growth in the following areas:

- Increase students passing ELA Regents: As a result of carefully monitoring student academic progress and early intervention to support students at the school and classroom levels by teachers, administration and guidance staff, BGS saw an increase **by 10% over last year's** ELA Regents pass rate (QR statement 3.3).
- Identified the bottom 3rd and targeting instruction to the specific needs of those students as school staff gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level (QR statement 2.1)
- Uniform grading policy: The staff continues to work to define the things that are most important when assessing students and the rationale for doing so. This practice has set up a cohesive and consistent message to students that all their teachers are requiring the same types of work and levels of rigor in each of their classes and will be assessed in the same ways from class to class. This year, BGS has established common benchmark assessments across content for mid-year and final formative and summative assessments.
- Refinement of the use of Dedication: Dedication continues to provide a "one stop" data information (grades, schedules, attendance, transcript, and bio information) and communication system for our teaching and learning community. This tool has served to drive the work for academic intervention plans, and has allowed teachers to develop individual attendance and behavior plans for their students. It has also allowed administrators to track

student progress individually and in groups.

- Individual planning with students: Every 12th and 11th grade student meets directly with the College and Career Prep Academy and Programming team to evaluate their transcript and progress to graduation three times during their senior year to ensure intervention for timely graduation. Our College Advisor and Assistant Principal of Supervision conducted additional individual meetings with students to help them “get what they need.” These meetings led to the creation of a master schedule for the subsequent Trimester. Every 12th grader applies to college through our College and Career Intensive Program in October and is referred to appropriate resources to meet their financial or legal needs.

Challenges:

- The increasing number of overage and under credited students we are receiving over the counter. Many of these students have been identified with a myriad of needs, including but not limited to mental health, social-emotional, family crisis, homelessness, non-custodial, legal issues, that had not been met by the time they enroll in our schools without the comparable funding and resources needed to address their specific needs.
- Our biggest challenge came with the new special education reform which took a major toll on our special education budget and directly affected our compliance and how we were able to service students. Losing that funding meant losing many resources that had to be compensated as we implemented our plans to increase student achievement as outlined in our SCEP.

As a Renewal School, we will begin (or expand) implementation of the following school improvement strategies during this school year:

- Expanded learning opportunities for all students, including additional instruction provided during after-school and/or summer programming provided in collaboration with community partners
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students
- Additional, focused strategies to increase parent and family engagement

We will also undergo a comprehensive needs assessment across all six elements of the Capacity Framework (rigorous instruction, collaborative teachers, supportive environment, effective school leadership, strong family-community ties, and trust) to inform the development of our School Renewal Plans for the 2015-16 school year.

18K566 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	09,10, 11,12	Total Enrollment	290 SIG Recipient
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A # Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)			
# Special Classes	4	# SETSS	N/A # Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)			
# Visual Arts	2	# Music	N/A # Drama
# Foreign Language	4	# Dance	N/A # CTE
School Composition (2013-14)			
% Title I Population	79.2%	% Attendance Rate	84.3%
% Free Lunch	80.8%	% Reduced Lunch	4.4%
% Limited English Proficient	7.7%	% Students with Disabilities	21.2%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.7%	% Black or African American	90.2%
% Hispanic or Latino	6.7%	% Asian or Native Hawaiian/Pacific Islander	0.7%
% White	1.0%	% Multi-Racial	0.3%
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	3.18	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	3
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	20.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)	6.08
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	64.4%	Mathematics Performance at levels 3 & 4	41.3%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	81.6%	% of 2nd year students who earned 10+ credits	56.3%
% of 3rd year students who earned 10+ credits	76.8%	4 Year Graduation Rate	50.0%
6 Year Graduation Rate	72.7%		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	YES		

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Types and Number of Special Classes (2014-15)				
# Visual Arts	2	# Music	N/A	# Drama
# Foreign Language	4	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	79.2%	% Attendance Rate		84.3%
% Free Lunch	80.8%	% Reduced Lunch		4.4%
% Limited English Proficient	7.7%	% Students with Disabilities		21.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.7%	% Black or African American		90.2%
% Hispanic or Latino	6.7%	% Asian or Native Hawaiian/Pacific Islander		0.7%
% White	1.0%	% Multi-Racial		0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.18	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		20.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		6.08
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	64.4%	Mathematics Performance at levels 3 & 4		41.3%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	81.6%	% of 2nd year students who earned 10+ credits		56.3%
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6 Year Graduation Rate	72.7%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			

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Types and Number of Special Classes (2014-15)					
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% Title I Population	79.2%	% Attendance Rate			84.3%
% Free Lunch	80.8%	% Reduced Lunch			4.4%
% Limited English Proficient	7.7%	% Students with Disabilities			21.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.7%	% Black or African American			90.2%
% Hispanic or Latino	6.7%	% Asian or Native Hawaiian/Pacific Islander			0.7%
% White	1.0%	% Multi-Racial			0.3%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.18	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			20.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			6.08
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	64.4%	Mathematics Performance at levels 3 & 4			41.3%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	81.6%	% of 2nd year students who earned 10+ credits			56.3%
% of 3rd year students who earned 10+ credits	76.8%	4 Year Graduation Rate			50.0%
6 Year Graduation Rate	72.7%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:	
13.	For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
14.	For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	E
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	D
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	D

Part 1b. Needs/Areas for Improvement:	
1.	Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u> eveloping and <u>I</u> neffective.
2.	Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

<p>Rigorous Instruction</p> <p><u>Strengths:</u></p> <p>BGS defines rigor as student questioning and discussion as described in Danielson rubric 3b. We continue to our instructional focus on questioning and discussion in classrooms (Danielson competency 3b) as the highest leverage to impact on teacher instructional practice, student engagement and participation. We implemented the following research-based promising practices around “Questioning and Discussion, Danielson component 3d:</p> <p>Five strategies around "Questioning and Discussion", Danielson Competency 3d (focus on questioning):</p> <p>1. Question Formulation Technique (QFT) at the start of units. Teachers will use the QFT protocol in the development of each unit. This is a research based questioning technique formulated by the Right Question Institute (http://rightquestion.org/). Using the protocol outlined in the text <i>Make Just One Change: Teach Students to Ask Their Own Questions</i> , teachers engage students as they begin a new unit.</p> <p>2. Use Questioning Template as part of lesson planning Teachers use a questioning template in planning leveled questions for daily lessons. The template is designed to have teachers cross reference Bloom’s Taxonomy and Webb’s DOK levels to script questions that scaffold for students as the</p>

teacher delivers instruction. In Fall of 2013, with the introduction of AVID strategies in our classrooms, we added Costa's levels of questioning to the template.

3. Questions all students ask about texts

All students in every classroom have a set of anchor questions that they can ask about the text they have in front of them.

Anchor Chart example:

1. Who wrote it?
2. What do I know about this author?
3. When was it written?
4. What is the purpose of the text?
5. What genre is the text?
6. What do I know about this genre?
7. What is the point of view?
8. What is the source?
9. Whose perspective is represented?
10. What information is missing?

4. Students questioning each other

Students have a bank of questions to access in order to facilitate discussion. When using this practice, the teacher leads the students through a norming process which sets up the criteria for students to have valuable and rigorous academic discourse.

- I. Anchor Chart - Criteria for Student Discussions
 1. Be honest and clear in what you say.
 2. Take the risk to get to the heart of the issue or concern.
 3. Be willing to agree to disagree without hard feelings.
 4. Remember, we do this work with love, care, and commitment.
 5. All voices in the room are heard – listen carefully, take turns.
 6. Use evidence when you ask and answer questions.

- II. Anchor Chart - Example of Questions students might ask each other:
 1. Why do you believe that?
 2. What is your evidence for your statement?
 3. How can you justify that position given ... (insert factual evidence here)?
 4. Show me how you got to that idea?
 5. What do you think the effects of your position might be on (future events, particular groups, outcomes of the problem at hand)?

5. Students use evidence when they ask and answer questions to align our daily practice with Citywide Expectations. All students are encouraged to give answers with reference to how or where they got their answer or came to a conclusion.

Four strategies around "Questioning and Discussion", Danielson Competency 3d (focus on discussion):

1. Socratic seminar
2. Fishbowl
3. Literature circles
4. Philosophical chairs

Areas for Improvement:

Tenet 3: Curriculum Development and Support

HEDI Score: Developing [Priority and Focus School Recommendations 2013-2014, Tenet 3: Curriculum Development and Support]

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 3 the school should:

☑ [3.5] Expand refine, monitor and evaluate formative assessments to ensure alignment between curriculum, tasks and assessments to allow teachers to provide targeted and data-based feedback to increase student ownership of learning and improved student achievement. Use current weekly grade level team and department meetings to develop common assessments and analyze results to refine instruction.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of grade teams will institute and use a benchmark assessment cycle to measure student growth in the grade level integrated skills. Each grade team will create and administer common formative assessments at least three times per trimester.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> ➤ Research-based instructional programs, professional development, and/or systems and structures needed to impact change ➤ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ➤ Strategies to increase parent involvement and engagement ➤ Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Content Teams meet to identify skills aligned to CCLS in their respective content area to then create vertical skill alignment in Humanities and STEM. Grade Teams meet to identify integrated grade level skills to create horizontal skills alignment	Grade and content teams	August 2014 to June 2015	Content Team leaders, Grade Team leaders, Special Education teacher, and Instructional Administrative Team
Develop formative assessments to measure skills attainment at grade level for all student sub-groups.	Grade and content teams	November 2014 to June 2015	Content Team leaders, Grade Team leaders, Special Education teacher, and Instructional Administrative Team
Administer and use formative assessments to measure student growth for all student sub-groups; and inform instruction at grade level.	Grade and content teams	November 2014 to June 2015	Content Team leaders, Grade Team leaders, Special Education teacher, Instructional

			Administrative Team
Grade Teams will schedule and meet with parent/guardians of students who are not making adequate progress based on the results of formative assessments.	Parents/guardians of students not making adequate progress as per formative assessments	November 2014 to June 2015	Content Team leaders, Grade Team leaders, Special Education teacher, Instructional Administrative Team

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Use of common planning time for teachers’ collaboration in Grade Teams.
 Use of Professional Development time for teachers’ collaboration in Content Teams.
 Contracted Literacy Specialist Coach to support teacher teams in doing this work.
 Generation Schools Network partner.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Weekly Content and Grade Team Leaders meetings;
End of trimester assessment data review in team meetings;
Mock Regents at mid-term

Part 6b. Complete in **February 2015.**

➤ Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
➤ If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:
 3. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
 4. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	H
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	H
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	E

Part 1b. Needs/Areas for Improvement:
 5. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
 6. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Brooklyn Generation School (BGS) recognizes the relationship between a student’s social/emotional functioning and academic performance.

The Wellness team was designed to support the social and emotional needs of students and families to ensure that they succeed in school. The team consists of one Guidance Counselor, two Master-Level Social Workers who supervise a team of Social Work Interns. The team provides a variety of services.

Counseling
 Counseling is available to help students cope with the life challenges they are facing. BGS offers individual counseling, short term crisis intervention counseling and a variety of support groups.

Assessment and Referral
 Student needs are assessed and services are coordinated with outside organizations to meet identified needs (i.e. Academic Resources, Family Counseling, Social Recreation Programs, Preventive Services, etc.)

Health Resource Room
 Students are provided with information about reproductive health and STD prevention and condoms are available to students who request them. Each year, we also coordinate STD screening and education with the NYC Department of Health. Parents who do not wish to have their children participate in the STD testing or condom availability programs must submit the appropriate opt-out form.

Peer Mediation & Conflict Resolution

Helps students learn how to address problems with each other peacefully. They learn how to communicate and express their feelings in appropriate ways.

Academic and College & Career Readiness

With the support of our College and Career Team and Guidance Counselor, students receive support and guidance around a range of issues related to their high school and post-secondary careers.

As stated earlier in this document, many of our students have been identified with a myriad of needs, including but not limited to mental health, social-emotional, family crisis, homelessness, non-custodial, legal issues, that have not been addressed by the time they enroll in our school. Currently, we are working to handle many of these issues and crises “in house” with our limited resources of time and human capital. While we are seeing results that positively impact student achievement, without comparable funding and resources needed to address the specific needs our interventions will not be sustainable. In response to these needs, BGS applied for and was awarded a Community Schools grant. In September 2014 we began the process for this work by identifying our lead partner for the grant, Urban Arts Partnership. The Community Schools Grant will allow BGS to be a resource for our students, their families and the community to provide the needed resources to develop strong community-based partnerships and implement personalized and tiered interventions to address the many challenges to educational attainment that children living in marginalized populations face.

Areas for Improvement:

Tenet 5: Student Social and Emotional Developmental Health

HEDI Score: Effective approaching Highly Effective [Priority and Focus School Recommendations 2013-2014, Tenet 5: Student Social and Emotional Development Health]

In order for the school's strategy and practices to align with the concepts in the Highly Effective column of Tenet 5 the school should:

☑ [5.5] Formalize and connect structures and practices currently in effect within grade teams so that analyzed information on social and emotional development for all students is systematically communicated to successive grade teams to promote academic success and continuity of social and emotional support.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, Brooklyn Generation School will improve student attendance for students with less than 65% attendance to 80% attendance.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none">➤ Research-based instructional programs, professional development, and/or systems and structures needed to impact change➤ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).➤ Strategies to increase parent involvement and			

<p>engagement</p> <ul style="list-style-type: none"> ➤ Activities that address the Capacity Framework element of Trust 			
Provide mental health services, crises intervention services and art education therapy to students on site thru partnerships with mental health and counseling providers as described in our Community School competitive grant	Students with <65% attendance	January 2015 – June 2015	Wellness and Preventive team, Principal and Assistant Principal
Advisor and Advocacy group time will be utilized to identify students and provide peer and community support for students in the target population.	Students with <65% attendance	September 2014 – June 2015	Advisors with their grade teams, College Career Team and Director
All advocacy group time will follow a weekly curriculum set by grade teams at the beginning of every week.	All students	September 2014 – June 2015	Advisors with their grade teams
Parents and families will be engaged thru scheduled meetings with grade teams and thru the use of SKEDULA / PUPIL PATH (the Dedication web based data information system)	Students with <65% attendance	September 2014 – June 2015	Parent Coordinator, grade teams, College and Career Team and Director

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Community School competitive grant.
 College and Career Director and College Prep Academy
 Use of common planning time for teachers’ collaboration in Grade Teams to develop advocacy curriculum and intervention strategies.
 SKEDULA/PUPIL PATH contracted database.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Community Schools competitive grant

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Attendance will be monitored for improvement in advocacy weekly
 College and Career Director will work with advisors to monitor student progress
 Two marking periods will take place each trimester and progress reports will be distributed at the end of each in order for parents and students to have more frequent check-ins. These progress reports will be backpacked and mailed home.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				



Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

7. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

8. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	E
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	D
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

Part 1b. Needs/Areas for Improvement:

9. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

10. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Through our model, teachers work in Humanities and STEM teams as well as grade teams. Content teams and grade teams 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 and in math and science to have the opportunity to demonstrate fluency, application, and conceptual understanding. Particular attention is paid to creating opportunities in the use of technology to further support student engagement and achievement as they make real-world connections.

Teachers work in departments to design performance-based assessment tasks both in the Fall and the Spring where student mastery in identified CCLS are measured.

Students will complete at least two performance based assessment tasks (Fall and Spring) in Humanities and STEM. The Content teams use a common rubric to assess students.

Areas for Improvement:

Tenet 4: Teacher Practices and Decisions

HEDI Score: Developing [Priority and Focus School Recommendations 2013-2014, Tenet 4: Curriculum Development and Support]

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 4 the school should:

☐ [4.5] Develop and implement school-wide protocols aligned with the School Reform Initiative Protocol Library and provide professional development for analyzing individual and group data.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of teachers will use classroom assessment data and standardized assessment data to improve writing skills for the students in the school’s bottom third.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> ➤ Research-based instructional programs, professional development, and/or systems and structures needed to impact change ➤ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ➤ Strategies to increase parent involvement and engagement ➤ Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
AVID program strategies will be utilized in all classrooms across grade and content.	School’s bottom third	September 2014 to June 2015	Grade team leaders, Principal
Provide professional development to all teachers in Writing to learn strategies.	100% of teachers	September 2014 to June 2015	Generation Schools Network Instructional coach, Grade team leaders, Principal
Writing to learn strategies to be implemented and adapted for lower performing students.	School’s bottom third	September 2014 to June 2015	Grade team leaders, grade teams
AVID program staff and students will host family recruitment and family engagement evenings to promote and share AVID program strategies across grade and content areas.	100% of Parents / guardians	September 2014 to June 2015	AVID program staff and AVID students and Parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

AVID program resources
 Professional development time for team leaders and teachers
 Generation Schools Network contracted instructional coach

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
NYCDOE support of AVID in schools													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Every trimester grade teams will conduct Unit plan review
Teachers will conduct peer observations
Administrators will conduct informal and formal observations

Part 6b. Complete in **February 2015**.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

11. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

12. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	H
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:

13. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

14. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Brooklyn Generation School’s (BGS) theory of action and instructional framework is based on the Generation Schools Network (GSN) model. The GSN model is designed to promote and support distributive leadership. Through our partnership, school leadership and GSN staff developers allocate time weekly to work with grade team and content team leaders to best articulate the vision across teacher teams. GSN and BGS provide coaching and mentoring to teacher leaders to support the design and implementation of school wide goals, best and promising instructional practices as well as enhancements to curriculum. Time is allocated weekly for teachers to plan in grade teams and content teams.

Areas for Improvement:

Tenet 2: School Leader Practices and Decisions

HEDI Score: Effective [Priority and Focus School Recommendations 2013-2014, Tenet 2: School Leader Practices and Decisions]

In order for the school's strategy and practices to align with the concepts in the Highly Effective column of Tenet 2 the school should:

- ☐ [2.4] Develop a system to monitor application of new skills learned in the school’s unique quarterly intensive professional development weeks to hold administrators and staff accountable for application of school-wide practices.

Utilize findings to develop and provide additional professional development for staff as needed in identified areas during weekly professional development sessions.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, create individual professional development goals for 100% of teaching staff. BGS will utilize GSN instructional coach, teacher-led grade teams and BGS administration to develop professional development goals, opportunities for teacher implantation and feedback to measure growth and continued areas for improvement.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> ➤ Research-based instructional programs, professional development, and/or systems and structures needed to impact change ➤ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ➤ Strategies to increase parent involvement and engagement ➤ Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
GSN instructional coach will work with team leaders to support the design and implementation of CCLS aligned units and performance tasks	Team leaders	November 2014 – June 2015	GSN instructional coach, Principal, Assistant Principal
Time will be allocated weekly for teachers to plan in grade teams with a focus on addressing SWDs, ELLs and students in the school's bottom third	All teaching staff	November 2014 – June 2015	Team leaders, Principal, Assistant Principal
Professional Development opportunities with AVID	Team leaders	November 2014 – June 2015	AVID program, Principal
Review of curriculum for parents and families during parent information and engagement activities	100% of Parents / guardians	November 2014 – June 2015	Team leaders, Parent Coordinator, Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

GSN instructional coach
Professional development time scheduled
AVID professional development

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
NYCDOE support of AVID in schools													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Informal and formal observations
Grade team professional development week check ins

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

15. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

16. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	H
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

Part 1b. Needs/Areas for Improvement:

17. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

18. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Brooklyn Generation School (BGS) is leading the effort to secure resources that will better the school, SSEC campus and surrounding communities. BGS has earned a reputation for innovation and structures that meet a wide range of students’ academic, social and emotional needs with the resources available. The school is implementing the Generation Schools Model, which transforms public schools, adding up to 30% more learning time without increasing costs or teacher workload. This model incorporates:

- ☐ More time for student learning - without increasing the work year for teachers;
- ☐ Foundation Courses that provide a strong, academic base for every student;
- ☐ Studio Courses that address a broad range of student needs including remediation and enrichment;
- ☐ Unique College and Career Intensives – month long courses that allow students to explore college and career pathways, connect learning to life, the opportunity to meet professionals, visit workplaces, engage in workplace based learning and engage with mentors and internships; and
- ☐ Advocacy programs – ensure that every student is part of a small group paired with an adult who advocates for them and teaches them personal and professional competencies.

Areas for Improvement:

Tenet 6: Family and Community Engagement

HEDI Score: Developing [Priority and Focus School Recommendations 2013-2014, Tenet 6: Family and Community Engagement]

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 6 the school should:

☑ [6.4] Utilize your Wellness and Prevention office to develop relationships with community services to address identified student and family needs. Monitor partnerships and feedback from students, family, staff and community to strengthen existing partnerships such as Project: Be Ready and inform the development of new community resources in supporting student achievement and to provide additional social and emotional support.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, BGS will utilize the awarded community schools grant to develop strong community-based partnerships and implement personalized and tiered interventions for students who have less than 65% daily school attendance.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> ➤ Research-based instructional programs, professional development, and/or systems and structures needed to impact change ➤ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ➤ Strategies to increase parent involvement and engagement ➤ Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Working with our lead partner and with the assistance of the Resource Coordinator, BGS will implementation services in five key areas: <ol style="list-style-type: none"> I. Mental health services II. Drug education and abuse prevention III. Legal assistance and alternatives to incarceration IV. Expanded school-based intervention programs V. Enrichment 	Wellness and Preventive team	January 2015 – June 2015	Community Resource Coordinator and Urban Arts Partnership
Create workshops for opportunities to offer families in the use of Community schools partnerships	100% of Parents / guardians	January 2015 – June 2015	Community Resource Coordinator and Urban Arts Partnership
Conduct information and sign up sessions for parents and families of SWDs, ELLs, LTAs, students in the school's bottom third	Parents / guardians of SWDs,	January 2015 – June 2015	Community Resource Coordinator and

	ELLs, LTAs and students in the school's bottom third		Urban Arts Partnership

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Community School grant award
 Community Resource Coordinator and Urban Arts Partnership
 Department of Mental Health for guidance on setting up on site mental health services for students and their families

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Community Schools grant award

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

BGS has received progress and monitoring tools from the National Community Schools. BGS will work with our DOE Community School Buddy to implement and use these tools every trimester.

Part 6b. Complete in **February 2015**.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Grade team Kid Talk conducted weekly	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	Grade team Kid Talk conducted weekly	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	Grade team Kid Talk conducted weekly	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	Grade team Kid Talk conducted weekly	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.)	Weekly PPC meetings	Wellness and Preventive department will provide counseling services by Guidance Counselor and Social Workers and Social Work Graduate School Interns	Guidance Counselor and Social Workers and Social Work Interns deliver one on one and small group counseling.	Services are provided to students as a part of their school day at a prescheduled time.

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.			
X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>In some cases in the past, we have used the HOUSSE 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 HOUSSE.</p>

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Brooklyn Generation draws on a number of providers of high quality, differentiated professional development to support individual teachers, Grade Team Leaders and teacher teams. These professional development activities are outlined in pages 8 – 12 of this document. All of this support has helped teachers build their capacity in understanding CCSS, aligning curriculum with CCSS and in creating tasks that support students in CCLS. It has also 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</p>

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

All teachers are members of a grade team and a content area team. The grade teams, led by grade team leaders, meet every day during a common planning time and content area teams meet once every two weeks. During these meetings, teachers discuss instruction and the assessments that help inform their next steps. Through these conversations, examination of student work and review of instructional strategies, the teachers decide on and work with a set of assessment tools. Professional development around this work is provided to full staff once a month and once a week with grade teams.

4c. "Conceptual" Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A	Column B

			Verify with an (X)	Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

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

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

7. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
8. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
9. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs

10. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
11. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
12. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

13. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
14. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
15. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
16. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
 - engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
 - ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- 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;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.; 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.
- 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;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC)

Brooklyn Generation 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;
- 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;
- 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;
- 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 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
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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](#)

District 18	Borough Brooklyn	School Number 566
School Name Brooklyn Generation High School		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Lydia Colon Bomani	Assistant Principal Louis Garcia
Coach	Coach type here
ESL Teacher Laura Vann-La Russo	Guidance Counselor Oral Johnson
Teacher/Subject Area Dana Alogna/English	Parent type here
Teacher/Subject Area	Parent Coordinator Robin Simmons
Related Service Provider	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	299	Total number of ELLs	23	ELLs as share of total student population (%)	7.69%
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Part II: 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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE										7	9	2	5	23
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	7	9	2	5	23

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	23	Newcomers (ELLs receiving service 0-3 years)	14	ELL Students with Disabilities	1
SIFE	5	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	6

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language											0
ESL	14	3	1	3	1	0	6	1	0	23	

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	14	3	1	3	1	0	6	1	0	23
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section 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		3
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1				1
Haitian										4	9	1	5	19
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	7	9	2	5	23								

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										2	5	1	0	8
Intermediate(I)										2	2	1	2	7
Advanced (A)										3	2	0	3	8
Total	0	7	9	2	5	23								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B										1	4	1	0

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					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 (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

New York State Regents Exam					
	Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language	
Comprehensive English	4	0	1	0	
Integrated Algebra	7	0	2	0	
Geometry	0	0	0	0	
Algebra 2/Trigonometry	0	0	0	0	
Math _____	0	0	0	0	
Biology	0	0	0	0	
Chemistry	0	0	0	0	
Earth Science	0	0	0	0	
Living Environment	4	0	1	0	
Physics	0	0	0	0	
Global History and	2	1	1	0	
Geography	0	0	0	0	
US History and	4	0	2	0	
Foreign Language	0	0	0	0	
Government	0	0	0	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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Our school continues to use Ed Performance, the Lab-R and the NYSESLAT exams to assess our students. The data reveals that our ELLs are at comparable passing rates with their general education peers. We continue to address literacy needs of all of our students, including our English Language Learners, through the implementation of DEAR-Drop Everything and Read, and AVID as of 2013-14.

Our assessment data reveals that we will continue to focus on our long term ELLs in the areas of Reading and Writing, by providing small group literacy based instruction that supports key concepts and academic vocabulary and writing skills needed in order to pass the Regents and is targeted, to identify and support the literacy needs of long term ELLs. Our quantitative data shows baseline and end of year assessments.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Our data reflects that language levels are for the most part even across grade levels, and that student grade levels are comparable across grade levels as well, including passing rates for the ELA and Global History Regents, as well as Living Environment Regents test scores.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
4. For each program, answer the following:
 - a. 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?
 - a. ELL passing rates in English are comparable to their Gen Ed counter parts. with the exception of new arrivals, for whom the ELA is taken after one year of service, unless otherwise determined by the school.
 - b. School leadership and teachers are using periodic assessment results to create success plans for ELL students individually and the aggregate data to inform instruction for ELL students in content area classes.
 - c. The periodic assessments give us some insight to student literacy and an indicator of reading level. We are seeking ways to make more use of the native language. Currently, we utilize French to English translation dictionaries and our French Foreign Language teacher to communicate and create community for this population.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Our school uses data based on Ed Performance, the NYSESLAT and the NYS Regents and shares it with our Inquiry Team. Based on their evaluation, specific instructional strategies such as Question Formulation Technique, and AVID are used school wide to promote literacy, and provide a framework for instruction across grades.
6. How do you make sure that a child's second language development is considered in instructional decisions?
The ELL teacher works with all staff to address the needs of all ELL students. All grades have a common planning time which is utilized once a week to review progress of ELL students on that grade. All grade team teachers discuss instructional strategies and possible supports for students and collaborate their efforts with the ELL teacher who is providing push in and pull out services. Additionally, the staff is provided with Professional Development resources to support instruction.
7. 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?NA
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
NA

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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

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. 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.
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.

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 licsened 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. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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 and 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. 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.
- 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. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
- 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. 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.) 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. 
- The programs offered at our school are well-aligned to parent requests.

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 - 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 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)?

The scheduling and program at Brooklyn Generation School provides ample opportunity for ELL students to receive their mandated minutes of instruction and support. Our ELL 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 in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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
- 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, ELL 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 ELLs are appropriately evaluated in their native languages throughout the year?

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 ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

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

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

7. 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?

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. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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 teacher 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

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

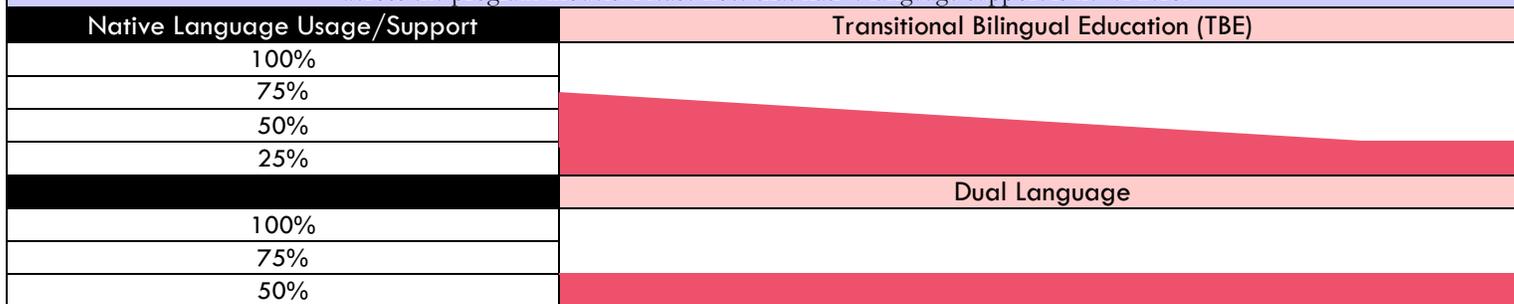
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. 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.
- Targeted interventon 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 gaols across school with a focus on English, Humanities ELA and Regents. For the upcoming school year improvemts 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 offerred to ELLs are French and Spanish .
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- In order to support our ELL students the ELL coordinator provides push in, pull out and self contained classroom instruction. During the push in, she is responsible for direct instruction and supports the content teacher by providing bilingual dictionaries, graphic organiers, translated texts vocabulary through the use of word banks based on the lesson. In order to improve our effectiveness, we have increased our tutoring by providing it every day after school, during lunch, and during our Saturday Regents Prep. This additional instructional support as well as our decision to provide scheduled self contained classes in addition to push in and pull out support provides students with additional help in understanding key concepts in the content classroom, and supports their English acquisition by working on reading, writing, speaking and listening through the use of media such as Breaking News English.com, English Media Lab, Hands on Projects, Oral Presentations, and group work using instructional strategies such as the Question Formulation Technique. or Think, Pair. Share for example.
11. What new programs or improvements will be considered for the upcoming school year?
- We are introducing AVID as our new instrucional program for the upcoming school year
12. What programs/services for ELLs will be discontinued and why?
- No discontinuation at this time.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Our ELLs are offered equal access to all school and communtiy based activities that the school is affiliated with. For example, translated letters about school events are provided for students and parents. Informational workshops are provided by our community partners, such as Brooklyn College, and Kingsborough Community College with attention on college readiness, and bilingual services.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instrucional materials that are used in the content and ESL classroom are graphic novels, video to support content concepts, and language acquisition in English are bilingual dictionaries and glossaries, electronic translators, graphic organizers and AVID instructional materials that are specific to ELLs, such as organizational charts, word banks, poster projects, non fiction readings, and task analysis to track student progress.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Our ESL program provides naitive language translated texts in both the ESL classroom and content classroom. Students are also provided with computer access and electronic translators and kindles as part of their instruction and to support their naitive language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Instrucional materials and supports are determined by individual grade and department teams. Each team along with the schools adminstration determines grade specific focus that identifies the needs of our 9th graders through 12th that helps them to meet that grade's expectations. ELLs are provided with mandated instructional support and resources through collaborative work between

the ELL Coordinator, the content teachers, and the schools administration to ensure programming and instruction is appropriate for the grade level and is supported by ELL instructional strategies, so that students move toward college readiness.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Our school provides a parent information session which includes translation at the meetings and through letters to inform both students and parents of our program model for all students, and Parent Orientation information sessions in August and September.

18. What language electives are offered to ELLs?

We offer French as an elective.

19. For schools with dual language programs:

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

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.

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- 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

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 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

differentiate	<ul style="list-style-type: none"> • 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
Teaching for	<p>instruction</p> <ul style="list-style-type: none"> • 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
	<p>English Language Learners</p> <ul style="list-style-type: none"> • 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.
	<p>Mathematics Content Are</p>
differentiate	<p>In order to support our ELL students population, we are working to ensure:</p> <ul style="list-style-type: none"> • Regular assessment of our ELL population using the performance series and data analysis using ARIS to drive and
interactive	<p>instruction</p> <ul style="list-style-type: none"> • Opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems,
collaborative	<p>word wall</p> <ul style="list-style-type: none"> • 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
as,	<p>groups</p> <ul style="list-style-type: none"> • 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
	<p>Quality Teaching for English Learners</p> <ul style="list-style-type: none"> • Ensure that Math coach works closely with teachers to support rigorous instruction

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) 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. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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 areas where they may need help, or concerns they may have regarding the instructional needs of their children, in response to questions here:

E. 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.Colon Bomani	Principal		
Louis Garcia	Assistant Principal		
Robbin Simmons	Parent Coordinator		
Laura Vann-La Russo	ESL Teacher		
	Parent		
Dana Alogna	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Oral Johnson	Guidance Counselor		
	Network Leader		
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 18K School Name: 566

Cluster: 5 Network: 521

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.

The data and methodologies used to assess our school's written translation and oral interpretation needs include Parent Student Orientation for newly admitted students and their families. Entitlement and Continued Entitlement letters and translation of any school flyers, Parent Teacher Conferences, and use of the New York City Department of Education's Translation Services Unit to ensure full communication and inclusion of parents who speak languages other than English. Parents also have access to the Parent Portal as part of Skedula, to maintain communication with their children's teachers

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.

Our major findings reflect that 7.5 of our students are English Language Learners. We serve students and families who are primarily Haitian - Creole, but includes Hispanic students as well. To promote full inclusion in all school events, meetings, and assure that appropriate ELL entitlements are made known to the school community, the Principal, Parent Coordinator, and ELL Coordinator work together to identify and provide information that supports parent's translation needs and address student's instructional needs, such as providing professional development, concerning ELL entitlements and bilingual resources, to support instruction in the content area classroom.

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.

Our school will continue to provide translated letters, flyers, (in house and through NYC Department of Education Translation Services, to ensure that provision of translated documents are provided to parents in need of language assistance.

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.

Oral interpretation services will be provided by school staff and through collaboration with bilingual teachers from other schools on South Shore Campus as needed, well as translation services provided by community associates identified by the principal.

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>.

We will ensure that appropriate intake, parent choice, and entitlement information is provided for parents as a result of our parent orientation and completed Home Language Identification Survey, The Lab-R will be applied within the first ten days of a prospective ELL being admitted into the school, and flagged based on parent interview, and Home Language Survey.