



**2015-16**  
**RENEWAL SCHOOL**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(RSCEP)**

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

**18K566**

**School Name:**

**BROOKLYN GENERATION SCHOOL**

**Principal:**

**LYDIA COLON BOMANI**

## Renewal School Comprehensive Educational Plan (RSCEP) Outline

**Section 1: School Information Page**

**Section 2: Executive Summary and Organizing Principles**

**Section 3: School Leadership Team (SLT) Signature Page**

**Section 4: Renewal School Narrative**

**Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans**

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

**Section 6: Expanded Learning Time (ELT)**

**Section 7: Community School Description**

**Section 8: Academic Intervention Services (AIS)**

**Section 9: Title I Program Information**

**Section 10: 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  
9, 10,11, 12

Grades Served: \_\_\_\_\_

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

SLT Chairperson: Tanya Odums

Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Ms. Greenaway

Student Representative(s): Shakia Grey

Keila Rose Jules

Shenica Odum, Jonathan Spear

CBO Representative: \_\_\_\_\_

**District Information**

District: 18 Superintendent: Michael Prayor

Superintendent's Office Address: 1600 Rockaway Parkway, Brooklyn, NY 11236

Superintendent's Email Address: mprayor@schools.nyc.gov

Phone Number: 718-290-8675 ext. 1407 Fax: 718-241-9223

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn South Director: Cheryl Watson-Harris

415 89<sup>th</sup> Street, Brooklyn, NY 11209

Director's Office Address:

Cwatson21@schools.nyc.gov

Director's Email Address:

(718)759-4932

(718)935-3909

Phone Number:

Fax:

## Section 2: Executive Summary and Organizing Principles

### **The Objective**

The intent of this Renewal School Comprehensive Educational Plan (RSCEP) is to continue to frame a three-year process for each Renewal school and design a comprehensive plan that outlines a strategic path to a paradigm shift in each school at every level. The motivation driving this work is our commitment to providing every child with a school that meets their academic and social-emotional needs. Closely accompanying this imperative is our belief that every school can be renewed and foster a community based culture of learning. The job of the district is to use our position to provide the systemic vision, strategies, and resources to facilitate school renewal through a collaborative effort including all stakeholders.

### **The core values held as essential for the success of the School Renewal Program:**

- A “learning stance” must be held by all community members (district leaders, school leaders, school staff, community-based partners, students and families). The work should be approached with humility and integrity. We must all be willing learners.
- A “theory of action” must guide the work to ensure clarity and coherence.
- Authentic teams that collaborate in the spirit of trust, within and across the various levels of the school community, are prerequisites for successful school renewal
- Schools will be places of robust engagement, anchored in positive youth development, ensuring that the school environment is welcoming and empowering for students, families and community members.
- Strong professional development/learning is a fundamental part of our work.
- The school renewal implementation must be simultaneously dynamic and responsive as well as sustained over the three year period of renewal.

### **The organizing Theory of Action that guides the [School Renewal Program](#) strategy:**

*By using the Six Elements of the Framework for Great schools as our improvement structure, we seek to align instructional coaching and leadership development with structural supports in order to build staff capacity. Using schools instructional foci, school leaders and staff will implement changes in curriculum, instruction, school culture and structures so that there are sustainable improvements in student outcomes and school culture.*

### **The arc of the School Renewal Program strategy:**

In order to attain high levels of achievement for all students in Renewal schools we must build capacity to increase student achievement through the adoption of new attitudes and behaviors, research based strategies that improve teacher practice, coupled with the use of clear data driven supports for building students’ skills in the content areas and increasing student engagement. We are particularly prioritizing reading and writing across the curricula. The use of student learning data will drive instruction through strong teacher teams; onsite, job embedded professional learning and problem solving, and accountability at all levels of the system: central, district and school - for results. Renewal schools are provided with intensive training, leadership and pedagogical coaching, and structural supports, monitoring of implementation and ongoing feedback and revisions as needed. Further, each Renewal school will become a Community School and strategically partner with community based organizations (CBO) to integrate social services and expanded learning time into the fabric of the school to help them better serve the needs of students. These schools will stand as centers of opportunities where families can get the supports they need to make sure students come to school ready and able to learn.

### **Structure of the Renewal School Comprehensive Educational Plan (RSCEP)**

The Renewal School Comprehensive Educational Plan (RSCEP) will serve as the organizing and overarching document for each Renewal school and will be directly aligned and developed around the elements of the [Framework for Great Schools](#), including the following:

- Establishing an overarching summative vision aligned with elements of the Framework for Great Schools and documenting key areas of celebration and renewal through analysis of assessments and by envisioning what the desired outcome for each school will be at the end of the School Renewal process.
- Setting interim assessment benchmarks that create the path for improvement by focusing on desired outcomes and goals. In this way, the plan will be mapped to the overarching summative vision. In addition to the five discrete goals formed around the elements of the Framework for Great Schools, each school will create an action plan.
- 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.
- Expanded learning opportunities for all students, including additional instruction provided during afterschool and/or summer programming provided in collaboration with community partners.
- 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.

## Information on the Framework for Great Schools and the DTSDE

### Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

### The Framework for Great Schools and RSCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Renewal School Comprehensive Educational Plan (RSCEP) 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.

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs and Renewal Committees 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 (5) goals and action plans in response to the first five (5) elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

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

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

### **NYSED’s Six DTSDE Tenets**

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Education Plans also will use the tool.

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:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### **Title I Requirements and Strengthening Title I Parent Involvement**

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly-qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### **Next Steps for RSCEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists in every Renewal school and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the American Institute of Research (AIR) needs assessment, the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** 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 most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Create a summative vision for the elements of the Framework for Great Schools.
- **Step 5:** Revisit your school's current goals, and strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you have identified, and will let your school community know when you have reached your goal.
- **Step 6:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 7:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 8:** Complete the Expanded Learning Time (ELT) and the Community School sections.
- **Step 9:** 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.

Treat the plan as a living document. Adjust practices 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 3: School Leadership Team (SLT) Signature Page

**Directions:** All SLT members are expected to sign this page to confirm their participation in the development of this Renewal School Comprehensive Educational Plan (RSCEP). SLT members' signatures indicates that they have been consulted with and given the opportunity to provide feedback on the plan and the plan's alignment with the school-based budget to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Expanded Learning Time, Community School initiative, 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.

On the chart below:

1. List the names of each SLT member in the second column.
2. In the first column, indicate using an "X" if the person is an SLT member.
3. In the third column, record the position and constituent group represented such as staff, parent, student, Community Based Organization (CBO), or other contributor. Core mandatory SLT members are indicated by an asterisk\*.
4. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the RSCEP, not approval.
5. 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.

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
x	Lydia Colón Bomani	*Principal or Designee	
x	Trung Truong	*UFT Chapter Leader or Designee	
x	Shateek McAllister	*PA/PTA President or Designated Co-President	
		DC 37 Representative (staff), if applicable	
x	Justina Greenaway	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Kelli Dunham	Community School Director (staff)	
x	Shakia Grey	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
x	Kayla Rose Jules	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
x	Jacqueline LaRose	Parent	
		Staff/Parent/Other Contributor	

## Section 4: Renewal School Narrative

In a brief narrative, describe the current state of the Renewal school addressing the following:

1. Provide 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.
2. What are the school's beliefs about student learning?
3. Identify any special student populations that the school has and what their specific needs are.
4. Describe the elements of the Framework for Great Schools in which the school made the most progress over the past year, and which elements remain most challenging. Be sure to include the historical progress the school has made with establishing family and community partner engagement.
5. List strong partnerships that currently exist with CBOs and or indicate whether this has been a challenge.
6. Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.

### About Us - BGS

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, the goals and decision-making. Our mission is to be an exceptional urban public school where generations of learners successfully prepare for life's responsibilities, challenges and opportunities. BGS' 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 framework, and the Framework for Great Schools.

GSN intentionally supports development of the whole child, preparing learners academically, socially, emotionally, creatively and physically. To facilitate this, GSN schools use time and 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 and 50 minutes 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 leverages the GSN model. We use time, talent and other resources to ensure students' experiences are aligned with our instructional philosophy of how students learn best. It has been through our model that BGS has afforded the opportunity of Extended Learning Time (ELT) to our students since the school was founded in 2007. BGS educators understand that it isn't enough to offer more time or do more of the same for a longer period of time, but rather utilize more time differently. This understanding of use of ELT has provided opportunity to implement curriculum that is more cohesive and aligned in Humanities and STEM. Students benefit from "linked" learning opportunities that provide cohesive and focused lessons. At its core is an understanding that students learn best when instruction is:

- Active
- Linked

- Student - centered
- Focused on understanding and
- Reflective

To support the growth and capacity of teachers, BGS is engaged in 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. In doing so, BGS utilizes a distributive leadership approach. In our model, Distributive leadership provides opportunity for teachers to serve as team leaders and be critical friends to peers through inter-visitations and peer feedback, daily meetings around common instructional strategies, review of student work and collaboratively plan for all student groups.

As part of the BGS model our students have an Extended Learning Time (ELT). We utilize that time to currently offer students four different and complementary types of courses, broadening and enriching the curriculum for each student. Our teacher teams work horizontally as grade teams, vertically as content teams as well as Humanities and STEM teams. These teams use their knowledge and expertise in their content area to the plan, delivery and assess integrated Humanities and STEM curriculum. As such, students have the following courses.

Foundation Courses provide the basic sequence they need to prepare for and pass NY State Regents. Most of these are yearlong courses; certain math and social studies sequences may stretch a year and a half or two years. The Foundation course curriculum follows NYS and NYC curriculum and is aligned to the CCLS and content standards.

Studio Courses meet a broad range of students' needs. These courses are planned in shorter cycles. Grade level teacher teams inform this process each trimester. Through the use and review of student work and assessment data, teachers regroup students to match them to the appropriate courses that provide the individual student with remediation or enrichment classes.

Studio course curriculum has been developed over time, by teachers, to meet the needs of different sub-groups of students - the curriculum is refined by teachers every year to ensure that the needs of sub-group of students are identified and met.

Intensive Courses help connect learning to life. Twice a year in 9th and 10th grade, for a month at a time, Foundation and Studio Courses are suspended so that students are focused on a college and career pathway. Students read, write, do research and work towards presentations. Intensive Courses provide the time and opportunities to meet professionals, visit workplaces, visit colleges that have programs in the related fields.

Intensive course curriculum has been developed using the resources provided by GSN (a College and Career Intensives Scope and Sequence, Intensives planning checklists, Intensive curriculum planning templates).

Advocacy Courses ensure two things. First, they ensure that each student is part of an advocacy group and that there's an adult who advocates for them. This advocate facilitates conversations with all the teachers on the grade team who work with their students, and is the primary point of contact between the school and the student's family. Second, they teach students the skills they need to advocate for themselves - in high school and beyond.

Advocacy course curriculum has been developed over time, guided by the Wellness team, drawing on partnerships with organizations like Brotherhood / Sister Sol, AVID, Opportunity Network and the Generation Schools Advocacy Guide.

### **Our Students**

Our school is comprised of over 90% Black or African American students of which over 50% are male. Students with Disabilities make up 21%, 9% are ELLs and 85% are economically disadvantaged. Brooklyn Generation School has roughly 80% of students enter 9<sup>th</sup> grade academically behind or significantly behind. Many of our students have

significant if not multiple social and emotional issues that are huge obstacles to academic success. After initial interviews conducted by social workers at intake, it is discovered that many of our students suffer from depression caused by early childhood trauma that has gone undiagnosed and untreated. Students are managing difficulties coping with grief and loss, suffer from overexposure to violence in their homes and communities or have a history of child abuse and maltreatment. In their attempts to self-medicate, students abuse drugs and alcohol and thus suffer and develop substance abuse problems. As a result, many of them become psychologically addicted and unmotivated to attend school. As is true for many children in marginalized communities, there is, in many instances, a lack of parental guidance, supervision, or a stable family structure in their homes. BGS understands that the social and emotional consequences of dealing with poverty, trauma and other stressors are barriers keeping students from achieving academically, and make it challenging for teachers and schools to meet their students' needs. Our students are more likely to be absent and are at risk of dropping out and would benefit significantly from immediate therapeutic intervention.

### **Our Community School Partners - UAP & CCMC**

Urban Arts Partnership (UAP) is our lead community school partner. UAP has over a 30 year track record of leveraging expanded learning time through an arts integration approach. Current programs being offered through UAP at BGS include Story Studio and Fresh Prep. Story Studio is an evidence based, standards based, arts embedded curricula that uses the power of storytelling to increase literacy for English Language Learners. Story Studio participants have increased levels of achievement in reading, writing, listening and speaking. In the Fresh Prep Program, teaching artists partner with classroom teachers to engage students in standards-aligned curricula that positions youth culture at the center of the classroom by using Hip Hop music and role play to reinforce test taking techniques and increase content retention. Participants leave Fresh Prep with the core competencies, self-efficacy, and confidence necessary for high school graduation and college-readiness.

Community Counseling & Mediation Center (CCMC) is an innovative, community-based social service organization founded in 1982. CCMC provides a wide range of social support, counseling, health, mental health, education and supportive housing services to 7500 at-risk children, youth and family members in some of the poorest minority populated areas of Brooklyn. They also have established school based mental health clinics in New York City public schools.

Under the AIDP Community school grant BGS and UAP have subcontracted CCMC to expand school counseling services. We have hired 2 part time Licensed Mental Health Counselors, two of which are also Credentialed Alcohol and Substance Abuse Counselors (CASAC). This program has been designed to help students improve their overall school functioning. The goals of this program are to improve attendance rates, reduce suspensions, and prevent school dropout. The program and services will focus on helping students develop a positive identity, improve communication skills, develop healthy relationships with peers, enhance decision making skills, prevent substance abuse and improve social skills. Since expanding the counseling services family engagement has increased as a result of counselors conducting home visits, ACS conferences and court appearances.

CCMC will be providing counseling and behavioral health services to students identified as needing additional support to succeed. Some students have been identified as needing additional support around substance abuse issues related to marijuana use. In our efforts to prevent the progression of substance abuse (addiction) we have established substance abuse prevention counseling and education.

In collaboration with CCMC we have implemented the following counseling initiatives to support school success:

**Breakfast club:** This is a weekly support group for students with low attendance rates (below 85%) as well as excessive lateness. This group is designed to help students explore the barriers that keep them from coming to school on time or at all. In this group they explore solutions, set goals and are given rewards for improved attendance and decreased lateness rates.

Brotherhood and Sisterhood: To build a positive school culture “The Brotherhood” was formed in the Fall of 2010 and “The Sisterhood” was created in the Spring of 2010. Sisterhood was used as a way to address conflict between young women that often escalated to violence and to re-engage students in school. It was also used to improve attendance and reduce cutting and suspensions. The primary goals of these two groups is to introduce students to a different set of positive values and behavioural norms (code of ethics) to counteract the self-destructive values and norms learned in their communities. Students are encouraged to explore their current value systems and how it affects their functioning. They are encouraged to practice a new a set of values and behaviors that will help them make the personal changes needed to be productive members of society. Through a variety of in-school activities, discussions and field trips they will begin to develop healthier identities, positive peer relations, improve communication and decision making skills and set higher goals for themselves.

Therapeutic Recreation: These groups are designed to provide students with a creative outlet and provide opportunities to explore their talents and interest. This year we have partnered with the Starrett City Boxing Gym and students will be working with a boxing coach and a Student Success Counselor to improve their ability to listen and focus, follow coaching instruction and learn frustration tolerance. We have also hired a professional dancer who is trained in Ballet, Modern, Jazz and Hip Hop. Through participation in dance, art and other physical sports students will build creative skills, self-esteem and enhance social skills.

Substance abuse prevention and education: To address substance abuse issues amongst students a Certified Addictions Counsellor has developed a drug education and prevention program. The goal is to provide positive support to students to deter them from drug use. Students will learn about the progression of addiction and alternative ways to cope with stress as they gain an understanding of how marijuana, alcohol and other drugs reduce their motivation to attend school and affect their relationships. They will also learn about how the effects of drugs and alcohol cause them to become irritable and their coping mechanisms are compromised. Thus, increasing the risk of school dropout, confrontations, suspensions, arrest and full blown addiction. Through substance abuse counselling education these risk factors can be greatly reduced.

Counseling and Referral Services: Individual, Group and Family Counseling will also be made available to students and families in need.

Some of the challenges to fully implementing this program this year are related to student and family resistance to counseling and unwillingness to accept that there are serious mental and behavioral problems the children are facing. Many of the students and families sabotage interventions by failing to follow through with counseling recommendations and / or missing scheduled appointments. However, it has been our experience, that through diligent outreach efforts and persistent engagement counselors are eventually able to develop a therapeutic alliance with the families.

### **Framework for Great Schools Progress and Challenges**

BGS has been particularly successful in the area of Supportive Environment. Through our community school partners, UAP and CCMC, BGS has been able to see positive improvements in attendance. By February, BGS and UAP had hired a Community School Director who quickly hit the ground running.

UAP sat with administration to plan for class integrations that helped the school increase attendance, participation and Regents pass rates.

Through our CCMC partnership, part-time counselors were hired to create support groups and provide counseling to our students and their families. Male, female and grief counseling groups were set in place to provide the much needed support our students needed. Families also benefited from home visits and community school support to court and social service visits. Additional support from this team was also beneficial to grade teams during our Kid Talk. The CCMC counselors joined those team meetings to provide additional support to teachers as they made more and deeper connections to families.

BGS' advocacy structure also provides an individualized supportive environment for our students. Every student is paired with an adult and part of an advocacy group. That Advisor/Advocate is the one person who is responsible for knowing that student's story. This structure provides time and opportunity for focused and personal connections between student and teacher.

The greatest challenge BGS has experienced has been in Strong Family and Community Ties. While BGS has created structures and opportunities to invite and support strong family ties and engagement, BGS has not successfully engaged a large group of parents and families. There is a small cohort of families that commit and enjoy the benefits of the trainings, school partnerships and community support opportunities to the fullest. However, as reported by the IIT "only 85 of 297 families were listed as signing in to access the Skedula/PupilPath", our number one tool for students and families to access current information. The IIT also stated that "communication to families is not translated in the dominant languages of families"; an issue that BGS has been struggling with and attempting to address.

Our own experience with families has also unearthed a myriad of challenges that explain the low participation rates for PTA meetings, school events and even individual parent progress report meetings.

Through our intake process and Advocacy we have identified the major challenges for family participation to be that many of our parents/guardians work late hours (multiple jobs), away from home or overnight.

Our family units vary from the traditional. We have students being raised or cared for by elderly grandparents, relatives (not a mother or father), and some students who have lost their primary caretaker or their caretakers are at different levels of chronic and in some cases terminal illness. These are our "orphans" who are technically with an adult (family friend etc.) but are really raising themselves. Our outreach to families is well documented in our Skedula anecdotes as well as in the Wellness and Preventive teams' PPC meeting minutes.

As we recognize these areas of significant challenge, BGS has begun to address these issues by:

- Hiring a Community School Director who is bilingual in Haitian-Creole.
- Surveying families about their access to our web based Skedula/PupilPath system to determine issues / challenges to using this tool.
- Surveying families to find the best times for families to increase their participation at PTA meetings and other school events.

Our school also recognizes our challenge in elevating our practice in the area of Rigorous Instruction. The IIT visit made several references to providing supports and differentiation for our SWD and ELL students. This team also made the observations that "the review team found little evidence of the use of formative assessments" and "...teacher checks for understanding were inconsistent" and that "many lesson plans did not include writing."

Rigorous instruction is a primary area to address with the implementation of Core Curriculum in ELA and Literacy Design Collaborative. The curriculum, programs and teacher professional development are promising practices that address the areas of challenge and should positively impact student achievement.

## 18K566 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	290	SIG Recipient	N/A
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	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	4	# SETSS	N/A	# Integrated Collaborative Teaching	20
Types and Number of Special Classes (2014-15)					
# Visual Arts	2	# Music	N/A	# Drama	N/A
# Foreign Language	4	# Dance	N/A	# CTE	N/A
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					
<b>Accountability Status – Elementary and Middle Schools</b>					
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				
<b>Accountability Status – High Schools</b>					
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, Summative Vision, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>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), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	I
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources.</li> </ul> <p>BGS had a DTSDE review this year and received an overall rating of “Developing” in Tenet 3.</p>		
<p><b><u>Tenet 3 DTSDE Findings</u></b></p> <p><b>3.2 :</b> The school leader reported she has created opportunities for teachers to collaborate in order to implement the Common Core Learning Standards (CCLS) in unit and lesson plans. However, the review team’s observation of a weekly grade-level and subject meeting indicated that teacher planning meetings do not have specific agendas or feedback from the school leader. Unit and lesson plans inconsistently reflect the CCLS and instructional shifts. Teachers reported they use the unit plans and follow-up with lesson plans from Atlas Rubicon, an on-line curriculum repository. However, the review team found that lesson plans lack procedural strategies, lesson focus, and appropriate pacing to promote student engagement and college and career readiness for all students.</p> <p><b>3.3 :</b> Although there is some collaborative planning in weekly grade-level and subject meetings, targeted plans are not based on data-driven instruction (DDI) to identify student needs for academic growth and to close gaps in students’ learning. Student grouping and curriculum adjustments to meet specific learning needs were not evident in classroom visits. The IIT found limited evidence of how sub-group data is monitored and tracked and how the Individualized</p>		

Education Program (IEP) goals and the New York State English as a Second Language Achievement Test (NYSESLAT) data are used to support instructional decisions.

**3.4 :** The review team observed some evidence of interdisciplinary curriculum in grade 12 between social studies and ELA, based on City University of New York (CUNY) curriculum. A project that incorporated mathematics, science, and ELA was posted on one bulletin board. However, during classroom visits, the IIT did not observe integration of the arts and technology in lessons taught. Many lesson plans did not include writing, which is a school-wide PD instructional goal.

**3.5 :** During a review of documents and classroom visits, the review team found little evidence of the use of formative assessments. Benchmark assessments, State assessments, and mock Regents examinations are used to plan trimester scheduling but not for curriculum and program planning. There was a lack of evidence to show how teachers use data to modify the units taught.

### **DTSDE Recommendations for Tenet 3 :**

In order for the school to progress toward an overall Effective rating on the DTSDE rubric, BGS will:

- create curricula adaptations by including explicit strategies that include the instructional shifts and differentiated lessons by content, process or product; and
- use data and assessments to have teachers consistently scaffold lessons, create data-driven grouping, and monitor student progress in order to meet the needs of all students and subgroups.

These structures have impacted student achievement as evidenced in the ELA Regents where the pass rate has increased by 17% over the last three years. BGS has struggled to make annual yearly progress in ELA for the last two years and in Mathematics for even longer. Deep analysis of the Regents results over the last few years revealed that students need improvement in their essay scores on not just in ELA, but also on Global History and US History Regents exams. Students also under perform on the written response sections of Mathematics exams. There is a need for BGS to continue its focus on literacy, enhanced monitoring and intervention structures. Our current performance data reveals that 56.7% of our student population is in the City's bottom third. Through baseline assessment data, we have been able to identify that over close to 50% of our students require individual interventions to establish substantial academic gains. BGS is confident that the implementation of Literacy Design Collaborative and Core Curriculum will help meet those needs. Our school structures of that include daily co-planning, ICT team planning time and student advisory provide our students with the time and resources for rigorous instruction in supportive environments.

## **Part 2 – Summative Vision for Rigorous Instruction**

In a narrative, outline the Renewal school's vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. What curricula will be implemented? How will it be scaffolded for all students? What academic programs (CTE, AP, etc.) will be implemented? How will the instructional shifts be evident?
2. What rigorous learning experiences will students engage in through Expanded Learning Time?
3. What will the pedagogical practice look like? What will the mode of instruction be? What will classes look like?
4. How do the teachers use multiple entry points to ensure the success of every child?
5. How will consistency be supported across school faculty and community educators and across a longer learning day?
6. What will the assessments be? How will the data be collected and used? Who will analyze it and see that next steps are taken pedagogically and with regard to curricular revisions?
7. What percentage of students do you expect will show measurable growth in ELA and Math by year 2? (Elementary and Middle Schools)
8. What percentage of students do you expect will be at college readiness in English and Math by year two? (High Schools)

9. What graduation rate do you aspire to achieve by year two? (High Schools)

For the 2015-2016 school year BGS will be using the Core Curriculum and instructional materials that have been identified by the NYCDOE as well as working with the Literacy Design Collaborative (LDC). The LDC program will be used to help differentiate and increase rigor across content areas. LDC helps teachers plan for multiple entry points to ensure that all students have access to the instruction. The use of LDC will give students access and opportunity to engage in rigorous performance tasks across content areas. Teacher teams will collaborate to use interim assessments provided with the Core Curriculum materials. The assessment data will be scored and collected through the use of the DDC tool of our school database, SKEDULA . During weekly scheduled collaborative teacher meetings by grade and content level, the data will be assessed and used to identify student group and subgroup progress, teacher instruction and content curriculum adjustments.

These two resources will be used by the ELA and Social Studies teachers (Humanities team) to build on the Humanities instructional model. While BGS is in the piloting stages of Humanities as we move to codify the program across all grades, this approach is an opportunity for students to experience circular-content study – using language to understand the world. 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 and US History courses, Humanities team will plan curricula that will help students understand content using the skills of a writer, reader and historian. BGS visions having Humanities courses well established by the end of the 2016-2017 school year.

BGS' use of the Generation Schools model has successfully helped our community by improving school climate especially through family engagement. We strive and continue to build a student-centered learning environment that is committed to college and career preparation that links learning to life for all students. Using ELT (a foundational part of the model) BGS works to improve instruction and supports for both struggling and advanced learners with a particular focus on SWD and ELL students. ELT provides 20% more credit bearing learning time. Given our charter, BGS has smaller class sizes and longer learning blocks in core subjects which are focused on overall group instruction and permits for the time needed to help every student achieve. BGS teachers, best achieve this by the structured use of daily time where they collaborate and prepare. This year through grants and community school resources, BGS will be better positioned use technology to personalize learning instruction in every classroom. Our College and Career Intensive courses make school more engaging through real-world, experiential learning. Students at BGS participate in credit-bearing college & career experiences and off-site project based-learning opportunities. Students take College and Career Intensive courses two times during our extended school year, for up to one month at a time. Through college partnerships with Brooklyn College and Long Island University Brooklyn, over the next two years BGS will be positioning to offer students the opportunity of earning substantial college credits towards an Associates degree while still in at BGS.

By the end of 2016, BGS anticipates a 61% graduation rate as well as a 3% increase in our College and Career Readiness Index.

**Part 3 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Rigorous Instruction. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, implementation of Core Curriculum and Literacy Design Collaborative will facilitate growth in student writing skills as measured by a 10% increase in the percentage of students at the College Readiness threshold for ELA Regents.

**Part 4 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Teacher Teams participate in professional development for LDC.  Implementation of LDC.</p>	<p>Grade and content teams</p>	<p>August 2015 to June 2016</p>	<p>LDC program facilitators, Administration</p>
<p>Administer and use LDC assessments and rubrics to measure student growth for all student subgroups; inform instruction and curriculum changes. Follow an assessment calendar for administration</p>	<p>Grade and content teams</p>	<p>August 2015 to June 2016</p>	<p>Team leaders, Special Education teacher, and Instructional Administrative Team</p>
<p>Utilize teacher team meeting structure to review and track student data. Use data to inform and adjust curriculum and lesson planning</p>	<p>Grade and content teams</p>	<p>Grade and content teams</p>	<p>Team leaders, Special Education teacher, and Instructional Administrative Team</p>
<p>Review and track student data for progress reporting. Grade Teams will schedule and meet with parent/guardians of students who are not making adequate progress based on the results of formative assessments</p>	<p>Parents/ guardians of students not making adequate progress as per formative assessments</p>	<p>October 2015 to June 2016</p>	<p>Teacher Teams and Administrative team.</p>

**Part 5 – Budget and Resource Alignment**

<p><b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Weekly full staff development time  Teacher team common planning</p>

HMH / ELA Core Curriculum professional development

LDC professional development and coaches

Data specialist and data team

ELT - an additional hour of instruction

Teacher per session for additional instructional time

Teacher per session for professional development time

Per diem funds for teacher coverage during teacher professional development during school hours

**Part 5b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016 students take the EDPERFORMANCE assessment (used for our baseline) to assess growth with a target increase of 5%.

BGS will use the following to conduct ongoing monitoring of progress towards improving students writing skills.

Weekly Teacher Team meetings;

On-going assessment data review in team meetings;

Core Curriculum assessment materials;

LDC curriculum data review;

NEw Visions data tool for overall student progress monitoring information.

**Part 6b.** In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>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), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources.</li> </ul>		
<p>The DTSDE review this year resulted in an overall rating of “Developing” in Tenet 5.</p>		
<p><b><u>Tenet 5 DTSDE Findings</u></b></p>		
<p><b>5.2 &amp; 5.3 :</b> There are some systems and structures in place in the school and through the Generation Schools Network to support the social and emotional developmental health needs of students. Through interviews with staff and students and a review of documents and classroom visits during the weekly Advocacy period, which promotes college and career access, the IIT found the school-based support team identifies student needs and determines interventions for students referred to them. However, there are limited supports and structures in place to address issues relating to attendance, graduation rate, and credit accumulation.</p>		
<p><b>5.4 &amp; 5.5 :</b> Grade-level teams and the Wellness Team, comprised of a social worker, guidance counselor, attendance teacher, and Generation Schools Network associates; address some student social and emotional needs. Staff members monitor and respond to the immediate needs of students through daily advisory and college and career advocacy periods. However, the school leaders reported that they realize there is a need to revisit their advisory program to make it more effective for students. Visits to advisory classrooms demonstrated limited student engagement. For example, in</p>		

one advocacy period observed by the review team, students were not engaged in a purposeful activity connected to college or career readiness while they waited to conference with the teacher one at a time. Although there are some meetings when staff discuss the social and emotional developmental health data through observed meetings, such as the Kid Talk protocol, the school does not have a strategic plan to address goals and follow up plans are not formalized.

### **DTSDE Recommendations for Tenet 5**

In order for the school to progress toward an overall Effective rating on the DTSDE rubric, BGS leadership will:

- have the special education coordinator make sure all teachers are aware of students with disabilities in their classes and the IEP goals for these students;
- make sure that Integrated Collaborative Teaching (ICT) teachers bring goals to planning sessions with the general education teachers so that instruction is meshed and tailored to the needs of students with disabilities in the class and that ICT teachers monitor goals indicated on the IEP;
- ensure NYSESLAT proficiency levels are available in order for teachers to plan and modify instruction; and
- track and monitor the target group of absentees (45 students) in order to increase attendance and graduation rates by providing incentives and opportunities for credit accumulation.

The core strength of BGS is two-fold. BGS has strong structures in place as well as meaningfully engaging community partners. Implementing the Generation Schools Model, the school provides opportunities to receive services without interrupting core academics.

In addition, the BGS' Advocacy program ensures that each student is known by at least one adult. The Advocates develop relationships with students and families. They can direct students to the right services, and engage families to support students. 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. During the school day students have access to the following:

- **Counseling** - Counseling is available to help students cope with the life challenges they are facing. Within the school day we offer individual counseling, short term crisis intervention counseling and a variety of support groups. However, BGS has been able to expand these services to our students and families through our Community School Partnership with CCMC. The long term vision is to have a mental health clinic on campus.
- **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** - This resource is primarily supported by two Master Level social work interns from various universities. 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** - Social work interns from Hunter College as well as staff from our partner CCMC, help 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 Director, 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.

### **Part 2 – Summative Vision for Supportive Environment**

In a narrative, outline the Renewal Committee's vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How would you want school stakeholders to describe the school?

2. What do the CBO partnerships look like? How do they sustain and support the social and emotional growth and health of your students?
3. How is student voice and leadership supported?
4. What social-emotional learning framework will your school adopt (RULER, PBIS, etc.)?
5. How should the school be more proactive in promoting improved students social-emotional skills? How should counseling happen?
6. How will your school team measure social-emotional development?
7. How would teachers, community partners, and school leaders use data to respond to student social and emotional needs?
8. Indicate how your attendance and chronic absenteeism rates will improve?

Upon completion of the Renewal Program, BGS will ensure that students will continue to go to a school that has the time to focus on whole-student development during the school day. Students will have a school where they have regular exposure during the school year to city and state colleges, industries, and professionals. Students will have more opportunities during an extended school day and year to explore arts, sports and leadership opportunities. BGS recognizes the relationship between a student’s social/emotional functioning and academic performance and through the partnerships with UAP and CCMC will continue to use the time and resources to close the opportunity gap encountered by low-income and minority students. The entire school community, inclusive of teachers, community partners (represented through our Community Engagement Team), school leaders along with our social and mental health professionals will use school counseling, group intervention programs and school environment data to assess individual student and student group social / emotional needs. This data will inform the social / emotional programs to be provided as well as identifying partnerships to provide additional resources and support.

Effective community partners are critical to ensuring that our students and their families have the wrap-around supports needed to address the many other barriers to learning and growth that persist in their lives. BGS has a Wellness team 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 and BGS has been able to build this team through our Community School grant. Our lead partner, Urban Arts Partnership, via the community schools grant has allowed BGS to be a greater resource for our students, our families and the community. We are using this partnership to provide identified resources to develop strong community-based partnerships and implement personalized and tiered interventions. BGS is looking to build and sustain a full service mental health clinic which will be available to all of our students as well as their families.

In response to feedback and data around attendance and credit accumulation, BGS is focused on making even greater gains in attendance as particular attention and intervention is given to students with less than 55% attendance which with adequate interventions should help increase credit accumulation.

### **Part 3 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Supportive Environment. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, 85% of SWD and ELL students will earn 10 credits for the school year while being scheduled for integrated program classes and academic interventions.

**Part 4 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engage families and expand their understanding of a supportive environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Use of attendance, credit accumulation, NYSESLAT and OORS data to inform advocacy for individual students. UAP and CCMC will provide programs based on overall group needs. All advocacy group time will follow a weekly curriculum</p>	<p>SWD &amp; ELL students</p>	<p>August 2015 – June 2016</p>	<p>GSN Advocacy Director, UAP IMentor program counselor, Advisors with their grade teams</p>
<p>Advisor and Advocacy group time will be utilized to identify students that may require additional support, provide peer and community support for students in the target population</p>	<p>SWD &amp; ELL students</p>	<p>August 2015 – June 2016</p>	<p>Advisors with their grade teams, College Career Team and Director</p>
<p>Provide mental health services, crisis intervention services and art education therapy to students on site thru partnerships with mental health and counseling providers thru our Community School Partnership</p>	<p>SWD &amp; ELL students</p>	<p>August 2015 – June 2016</p>	<p>Wellness and Preventive team, UAP Community School Resource Coordinator, CCMC Crisis Counselors, Principal and Assistant Principal</p>
<p>Parents and families will be engaged in scheduled meetings thru the use of SKEDULA / PUPIL PATH (the DataCation web based data information system) and thru the Community Engagement team</p>	<p>SWD &amp; ELL students</p>	<p>August 2015 – June 2016</p>	<p>Parent Coordinator, Community School Resource Coordinator, College and Career Director, grade teams</p>

**Part 5 – Budget and Resource Alignment**

<p><b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Special Education Lead teacher</p> <p>ELL teacher</p> <p>UAP Community School Coordinator</p> <p>CCMC counseling staff</p>

Teacher per session for additional parent and resource outreach

**Part 5b.** Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The mid-point benchmark that will be used to indicate school progress towards meeting this goal is:

By February 2016, all SWD and ELL students will have earned at least 5 credits.

- Credit check and progress meeting with their advisor, guidance counselor
- Two progress reports will be distributed during each trimester to keep students and families informed of progress toward graduation.
- Attendance will be monitored for improvement in advocacy daily and reviewed by the team weekly.
- Review of OORS and PupilPath data.

The Community School Resource Coordinator will work with Wellness team and advisors to monitor student progress.

The Community Coordinator and Parent Coordinator will set a schedule for more frequent check-ins with families.

**Part 6b.** In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>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), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	I
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	I
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools 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 trends and sources.</li> </ul>		
<p>As per the findings of BGS’ DTSDE review this year, the school received an overall rating of “Developing” in Tenet 4.</p> <p><b><u>Tenet 4 DTSDE Findings</u></b></p> <p><b>4.2 :</b> Although some teachers used lesson plans that reflect the CCLS, classroom practice that incorporated expected instructional shifts was inconsistent. The review team found that some teachers used materials that included text complexity but other teachers posed questions that required students to repeat facts and did not push students to analyze and synthesize text to challenge their thinking and to support reasons for their responses. There were some opportunities for students to write short and extended responses based on the text and guided by a rubric to assist the students in evaluating their writing.</p> <p><b>4.3 :</b> In the vertical teacher meeting, some teachers were not able to articulate how they use data to group students during instruction and adjust their lessons to accommodate student needs. In the large student group meeting, students shared that they often sit where they want and are not usually moved into reading or mathematics leveled groups according to their ability. Students also stated that unless they are asked by students, many teachers did not conference with them to provide detailed information about their work and progress. Although rubrics were used to guide student writing, feedback often did not include next steps to enable students to understand what they need to do to get to the next proficiency level.</p>		

**4.4** : During classroom visits, the IIT noted that some teachers were delivering lessons to the whole class and did not frequently take into account differentiating plans based on content, process or product to increase student engagement and provide opportunities for all students to perform at high levels of achievement. A review of documents by the IIT indicated that lesson plans do not consistently reflect student needs, with specific strategies that address different learning styles, interests, and ability. Many lessons are teacher-dominated, incorporate auditory learning only, and do not provide multiple access points for all learners. Differentiated instructional practices are inconsistent and do not address student needs, particularly for sub-groups..

**4.5** : During the large student group meeting, participants stated that they were intellectually and physically safe in their classes. Students indicated they felt safe to speak up in class and ask and answer questions even if their responses were incorrect. They also indicated they had someone to speak to for help if they did not understand the lesson content.

#### **DTSDE Recommendations for Tenet 4**

In order for the school to progress toward an overall Effective rating on the DTSDE rubric, BGS will increase student engagement by ensuring that teachers :

- are using questions that require students to engage in strategic and extended thinking based on levels 3 and 4 of Webb’s Depth of Knowledge, Bloom’s Taxonomy and/or Costa’s Levels of Questioning;
- increase opportunities for high quality discussion using the accountable talk stems, where students respond to and extend each other’s thinking; and
- increase the use of formative assessments to check for student understanding during the lesson, using strategies such as summaries, think-pair-share, shoulder partners, and exit slips.

Teacher support is a critical component of our model at BGS. Time, talent and the use of resources are prioritized to support relationships. The school commits significant time to collaboration and draws on the staff's own expertise to build teacher capacity. As necessary and useful, it draws on the expertise of partners including Generation Schools Network, the City University of New York (CUNY) School Partner Organization, and experts at the Leadership Academy including principal coaches and data experts. As BGS teachers work in Humanities and STEM teams as well as grade teams they engage in unit plan and lesson plan tuning protocol to ensure units are CCLS aligned and incorporate opportunities for students to conduct research, use supporting evidence, and engage in rigorous discussions, demonstrate fluency, application, and conceptual understanding. As we have greater access to hardware, particular attention will be 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 content teams to design performance-based assessment tasks in the Fall and the Spring where student mastery is measured in identified CCLS.

Teacher teams meet daily in Grade teams to collaborate around student academics and engagement (i.e. KidTalk protocol, student work protocol), planning for Advocacy, school-wide teaching and learning strategies, and parental outreach. Additionally, teachers meet in vertical Content teams to look at student work, establish vertical alignment, and content-area benchmarks.

#### **Part 2 – Summative Vision for Collaborative Teachers**

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program.

Questions to consider:

1. How is the school organized to promote teacher collaboration?
2. What teaching and learning look like? What underlying principles would influence the creation units and lesson plans? Do teachers work on units and lessons in teams?
3. How are teachers providing opportunities for to deepen learning for higher achieving students?
4. What system do teachers use to ensure that every child is safe in their class?

5. What data should teachers review regularly to ensure they plan for individual student needs? Should the teachers review student work collaboratively in teams?
6. How do you intend to use community educators / partners to support a collaborative teaching approach?

As stated, our model is designed to foster and support teacher collaboration in vertical, horizontal as well as Humanities and STEM teams. BGS will be offering teacher professional development plans to include: AVID, inter-visitation within Grade teams and Content teams – around Common Instructional Strategies, student interventions, collaboration on curriculum development and revision utilizing ATLAS Rubicon and LDC. Teachers will be incorporating the Common Core instructional shifts. ELL and SPED teachers will meet to collaborate with grade teams to support students as indicated by student NYSESLAT and IEP data as well as teacher collected progress data. Teacher teams will use SKEDULA grade, attendance and anecdotal data to craft student success plans. Follow up discussions with review of student work will inform students' next steps and / or additional supports and interventions.

These structures and supports help teachers to ensure that every student in all their classes are and feel safe. Through our advisory model, teachers are able establish relationships with students to assess needs beyond strictly academics. Through our "Kid Talk" meetings, teachers discuss student obstacles and through review of student work establish interventions and strategies to support individual student success.

To support the adult learning, teachers will conduct inter-visitations and provide “critically friendly” feedback and use the observation to be reflective of their own practice as an individual and as teams.

BGS will continue to build out the collaboration with UAP (through Community Schools partnership) around in-class course offerings/support, out-of-school/end of school day programming. BGS will be incorporating teaching artists and other school-based professionals in school-wide PD around instructional practices.

Additionally, there will continued collaboration with mental health/substance abuse counseling with CCMC, as well as school-wide PD through our AIDP Community Schools grant.

### **Part 3 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Collaborative Teachers. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, math content team teachers will collaborate to analyze student performance tasks to improve problem solving skills as measured by at least 65% pass rate on the Common Core Algebra Regents.

### **Part 4 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b>
Professional development in implementing Core Curriculum, engaging students in extended and strategic thinking, and facilitating high quality discussions	All teachers	July 2015 - June 2016	Instructional coaches, administration
Peer intervisitations	Math teachers	July 2015 - June 2016	Instructional coaches, administration
Looking at student work	Math teachers	July 2015 - June 2016	Instructional coaches, administration
Create a data team to meet twice a month to review progress of targeted group of students. Data points to be reviewed include:  LDC audit tool  Student Performance Task results  Common formative assessments  Attendance data (disaggregated as well as school wide)  DataCation: SKEDULA - student and family participation  Cohort data	Math students	July 2015 - June 2016	Data Specialist, data teacher team, SPED lead teacher, ELL teacher, UAP and BGS Administration

**Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Professional development sessions for Core Curriculum

Professional development sessions for LDC

Instructional coaches - including peer and model teachers

Data team meetings

**Part 5b.** Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The Data specialist and data team will inform administration ongoing until midpoint in February where a formal report on all systems are assessed based on the impact in each targeted area.

**Part 6b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>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), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).	I
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	D
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	I
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Summarize your school's strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources.</li> </ul>		
<p>As per the findings of BGS' DTSDE review this year, the school received an overall rating of "Developing" in Tenet 2.</p> <p><b><u>Tenet 2 DTSDE Findings</u></b></p> <p><b>2.2 :</b> The school vision is derived from Generation Schools Network, a co-founder of Brooklyn Generation School and current school partner. The school leader reported that the school shares the Network's mission, which is to "inspire and support all types of learners" and "to ensure that all students have access to a great education." While the school leader indicated the vision has been shared with teachers, support staff, and parents, staff and parents interviewed were not able to clearly articulate the school's vision and offered varying responses to the Integrated Invention Team's (IIT) queries about the vision. Interviews with the school leaders and document reviews did not provide evidence that the mission was clearly aligned to goals that had measures to improve student achievement.</p> <p><b>2.3 :</b> The school leader reported that work centering on the social and emotional developmental health of students, which is required by the Generation Schools Network partnership, has had little impact thus far, and the school's prime concentration on these issues has limited implementation of initiatives relating to instructional issues. However, based on the vision of Generation Schools of core academics and college and career readiness, the school leader has structured the school with a 200-day program to increase time for instruction and teacher collaboration. The impact of</p>		

the increased time for planning and instruction has not brought about student gains in terms of graduation rate, credit accumulation, and college and career readiness.

**2.4 :** Benchmarks are not routinely identified and monitored, and real time data is not collected or reviewed to identify school-wide trends and patterns and to make adjustments to drive school improvement. Analysis of data is not consistently used to identify topics for personalized or differentiated PD for teachers to adjust the curricula to address student needs and to allocate resources in areas of greatest need. The limited collection of data on an ongoing basis to identify areas of need and strength minimizes the ability of the school leader to create action plans to promote school improvement and student achievement.

**2.5 :** The IIT's review of observation reports indicated the reports were completed in accordance with the district's Annual Professional Performance Review (APPR), and the feedback provided to teachers was targeted to general areas that needed improvement. However, while teachers interviewed found feedback useful, the feedback from the school leaders did not include specific, actionable steps for professional growth and best practices for improvement of instructional practices, such as incorporating questioning, discussion, and assessments in lessons as noted in the SCEP. The review team also found that observation reports did not often provide an analysis of why key areas for improvement were not evident in lessons.

### **DTSDE Recommendations for Tenet 2**

In order for the school to progress toward an overall Effective rating on the DTSDE rubric, BGS leadership will:

- monitor the quality of teaching and learning across the school, including specific targets for improvement from observations, and schedule follow-up visits to check on progress;
- focus on questioning technique, meaningful student engagement, on-going assessment, and incorporate the use of student data to track teacher progress; and
- designate members of the instructional and PD team to create systems to collect and analyze student data and to form an action plan for the school that will drive school improvement.

## **Part 2 – Summative Vision for Effective School Leadership**

In a narrative, outline the Renewal Committee's vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How will school leader articulate a shared vision and mission to the entire school community? How will the Principal ensure the CBO partnership is strong? How will the CBO partners collaborate with school staff to ensure that students' academic and social-emotional needs are being met?
2. What kind of evidence based systems would a school leader put in place to ensure that the school and individuals continues to improve? What kind of supports? Who would he/she collaborate with? What would those collaborations look like?
3. How would the leader organize student and teacher programs to ensure students' needs are met? Fiscal capital?
4. What approach would the school leader have to conducting observations? How would he/she ensure that teachers are provided accurate, timely, and actionable feedback coupled with the support to implement the feedback?
5. How will the school support a shared accountability? What systems will be developed to share academic, behavior, Social Emotional Learning (SEL), and attendance data with partners so that strategies can be created and assessed to support growth?
6. What and how will the leader delegate to assistant principals and the community school director?

The school leader will establish a Community Engagement Team (CET) which will have a representative from all partner organizations. The CET will work and meet as a professional learning community (PLC) weekly to discuss and share programming and initiatives. This team will engage in work with teacher teams to provide academic programming and

in “Kid Talk” to provide social emotional resources and supports. As per our recommendations, BGS administration in collaboration with Generation Schools Network coaches (CBO )will develop an audit tool, and conduct an audit at least three times during the year. The audit will asses teacher practice, lesson plans and classroom practices. BGS administration will provide feedback from the audit to individual teachers.

100% of grade teams will use formative assessment cycles to measure student growth in writing skills. Each grade team will administer and analyze common assessments two to three times per trimester and create lessons to address students’ needs as identified by the analysis. (same as above)

The administration will then revise the professional development plans based on this analysis and share with the whole staff. The administration will push into grade team meetings to support differentiation by grade team and teacher. The administration will align observations, modeling, inter-visitations, etc. with these goals.

BGS administration, revising the structure of Monday PD teams. The new structure will include the creation of an inquiry team. Peer teachers, one for STEM and one for Humanities, to be part of lab classroom teachers along with a SPED lead teacher.

The outcomes of audits and observation will inform the next steps for professional development and other resources that will support achievement of the goal(s).

As per our recommendations, BGS administration in collaboration with Generation Schools Network coaches (CBO) will develop an audit tool, and conduct an audit at least three times during the year. The audit will asses teacher practice, lesson plans and classroom practices.

### **Part 3 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Effective School Leadership. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

Between August 2015 and June 2016, school leader will provide professional development and monitor teacher practice to improve teacher effectiveness by an average of .5, as measured by HEDI ratings in Advance, in their demonstration of Danielson Domain 3.

### **Part 4 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b>
Hire a Data Specialist	School	June 2015 - August 2016	Administration
Creating additional Special Education teacher position; programming additional planning time for collaboration in ICT classes between Gen Ed and Special Education teachers and with ELL teacher and Gen Ed teachers.	SWD and ELL students	August 2015 – June 2016	Admin team, Special Education Coordinator
2 model and 1 peer collaborative teacher who will support the professional learning of their colleagues through exploring emerging instructional practices, peer coaching and inter-visitation aimed at improving student learning.	100% of teachers	August 2015 – June 2016	Peer coach, model teacher, Administration
Study groups, focused on developing skills in laboratory classrooms.	100% of teachers	August 2015 – June 2016	Peer coach, model teacher, Administration
Establish and support parent initiative of "Focus on five" The Parent Coordinator and Community School Director will work with a small cohort of parent leaders to establish smaller parent community teams	Parents	October 2015 - June 2016	Parent Coordinator and Community School Director.

**Part 5 – Budget and Resource Alignment**

<p><b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Data Specialist and data team</p> <p>Peer collaborating and model teachers</p> <p>Use of collaborative teacher time</p> <p>Establish regular data team meetings</p> <p>Add additional programming space for CET and parent programming.</p>

<b>Part 5b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>Improvement of teacher effectiveness will be monitored through the use of HEDI ratings in Advance.</p> <p>Teacher average ratings in 3b, 3c and 3d of Danielson.</p> <p>By February 2016, 100% of teachers will have a mid year individual conference to assess progress toward .5 increase in Domain 3 of Danielson rubric.</p>
<p><b>Part 6b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

**Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>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), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	I
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	I
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	I
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources.</li> </ul>		
<p>Based on NYS IIT review Tenet 6 was overall rated “Ineffective.”</p>		
<p><b><u>Tenet 6 DTSDE Findings</u></b></p>		
<p><b>6.2 :</b> Through a review of documents and interviews with school leaders, the IIT found no evidence of a comprehensive plan to share high expectations and to engage and teach parents specific ways to support their child’s academic growth. There was no evidence of training or documentation on home- school partnerships, except for college awareness, which was reported to the IIT by the Director of College and Career Readiness. The IIT found one document of a meeting for parents on Students Facing Academic Challenges, dated September 29, 2014. There was no sign-in sheet or agenda pertinent to this meeting. A list of Parent Association meetings did not address home-school partnerships.</p>		
<p><b>6.3 :</b> Families receive student data through Skedula/Pupil Path and through a progress report that is sent home two to three times during a marking period. However, the ITT found that the progress report is difficult to read and interpret due to the weighting given to each of the areas scored, and it is only available in English. In addition, only 85 of 297 families were listed as signing in to access the Skedula/Pupil Path at the start of the school year. The school does not actively monitor use of this system, and the review team did not find evidence of a plan to actively evaluate this strategy for communication. Although the school makes some effort to connect with families, these efforts have been limited in scope and have not empowered families to engage in meaningful dialogue or become active participants with the school in their child's progress.</p>		

**6.4 & 6.5** : Communication to families is not translated in the dominant languages of families represented in the school. A review of documents showed that the school does not translate parent communications in Spanish and Haitian Creole, which limits involvement of families who speak these languages. Additionally, the review team found that invitations to workshops for parents on student achievement, CCLS, and college awareness were only in English. Although the school leader and the parent coordinator communicate to parents through telephone calls and flyers, many parents do not attend events. Only six parents came to the focus group meeting with the IIT although an open invitation was sent by the school leader through RoboCall. The parents that attended were specifically asked to attend the meeting by the school leader. The IIT did not see evidence of sign-in sheets for Parent Association meetings or workshops other than for a grade nine open school conference. Examination of school leadership meeting agendas and sign-in sheets showed only one or two parents in attendance at the meetings.

### **DTSDE Recommendations for Tenet 6**

In order for the school to progress toward an overall Effective rating on the DTSDE rubric, BGS leadership, the Parent Coordinator and the Community School Director will improve school-home collaboration by:

- training student to empower them to guide their families in the use of Skedula/Pupil Path and other school data bases;
- hosting student celebrations each month that include parent participation and/or attendance to promote parent engagement; and
- ensuring all information to families is translated in the home language.

Expectations for communication for all staff and teams will be letters (translated when needed), phone calls, PupilPath, and texting using Remind Me.

Through are Community School, BGS will engage students and families in planning and participation in the Community School Leadership Team which currently has 18 core members.

The core strength of BGS is two-fold. BGS has strong structures in place such as experience pushing policies and practices as well as meaningfully engaging community partners. Implementing the Generation Schools Model, the school provides opportunities to receive services without interrupting core academics.

In addition, the BGS' Advocacy program ensures that each student is known by at least one adult. The Advocates develop relationships with students and families. They can direct students to the right services, and engage families to support students. 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. During the school day students have access to the following:

- Counseling - Counseling is available to help students cope with the life challenges they are facing. Within the school day we offer individual counseling, short term crisis intervention counseling and a variety of support groups. However, BGS has been able to expand these services to our students and families through our Community School Partnership with CCMC. The long term vision is to have a mental health clinic on campus.
- 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 - This resource is primarily supported by two Master Level social work interns from from various universities. 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** - Social work interns from Hunter College as well as staff from our partner CCMC, help 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 Director, 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.

## **Part 2 – Summative Vision for Strong Family and Community Ties**

In a narrative, outline the Renewal school’s vision for this element, upon completion of the Renewal Program.

Questions to consider:

1. Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will school safety officers and all staff be given to help create a welcoming environment?
2. How does the school provide support to families so that they understand and can take an active role in what their child is learning?
3. How would the school engage the community and families? How would they ensure that teachers are able to learn from families about the children being taught?
4. How do families partner with the school and CBO to support student success? Will there be dedicated space for families?
5. What adult education offerings can your school community provide to families?
6. How would families be able to access and understand student data and progress?

We will ensure that our families are met by a support staff person who will lead them to the Main Office and allow them to meet the Parent Coordinator and the Community School Director. We want to meet the needs of a parent or guardian who takes time to visit the school for any reason.

Parent workshops will be created for specific grade levels as we run Town Halls with students so parents can:

- learn of the many programs offered to the students within their grade level
- become more comfortable with one another to collaborate as partners in the students education (i.e. when parents know and begin to trust one another, car-pooling and travel arrangements can be made for students taking advantage of our school affiliate programs). Safety will be less of an issue in determining whether a child is allowed to be in a program after-school or weekends. Our two day college trip created a similar atmosphere for 12 families.
- be informed of BGS’ offerings from in-house programs including but not limited to programs at Brooklyn College, TRIO, Medgar Evers, Arthur Ashe, AVID, UAP, and CCMC.

At BGS we have a special challenge in engaging our parents/guardians. Many of our students have a family situation in which they may live with a grandparent who cannot travel frequently, or are provided shelter by a distant relative or even non-related guardian. Our challenge is to engage guardians who are sometimes not highly invested or interested in partnering with the school.

Possibilities to engage these non-traditional family units would be programs specific to their needs such as:

- attending a “Senior (citizen) Prom” sponsored by Centerlight Organization
- resources that benefit BGS’ parent/guardian population in things such as health services, assistance with social services and immigration issues.
- aligning parent/family meetings with school wide celebrations and student events.
- conversations with the Parent Association team, to closely look at the BGS school year calendar to re-think when General Parent Association meetings will be offered. If we know when each major school event will be held, we will ask for time built in for Association meetings. Our parent/guardian base has many hourly workers and many hold more than one job. To be able to provide the convenience of combining an event with an

informational session for our families may change the course of low-attendance numbers that the Parent Association has experienced.

A family based ESL program is being planned for Saturdays in the 2015-2016 school season. This program will bridge the learning gap and help build relationships as students and their families learn together.

We have a small base of families we reach out to in four languages with an English mailing. When necessary, simple messages are translated with GOOGLE TRANSLATOR for quick messages. The parent coordinator works with the ELL teacher sharing resources (i.e. Brooklyn Public Library services for immigration justice corp, ESL classes, the annual ELL conference every spring season, and programs outside of the school for arts enrichment and college workshops for ESL students).

Also, we acknowledge that the high school exam experience as well as an adult's work experience can be very stressful. Many people have no stress-relieving system in place to feel relaxed and prepared for daily life, so we introduced a yoga class that is currently offered to students as a part of advocacy group, as well as to our families and staff members. We tested several 15 minute sessions with over twenty families at an event in May and our students, parents and staff are excited about a Saturday morning prospective Yoga Class.

This year, more parents and guardian than ever registered in PupilPath to have current student progress and status available to them in the house or on-the-go. Aside from the standard letter sent home at the beginning of each trimester, a personal signature inquiry and "how to get started" was in the parent coordinator's email along with upcoming dates of exams, meetings and events. Parents would call for help or could receive their PupilPath invitation letter via email from the Parent Coordinator.

In addition, we are planning a different type of Orientation this year now that BGS is a community school. We have a responsibility to ensure that our families fully understand our new status as a community school. We will hold orientation as a barbecue (informal gathering) instead of in the auditorium, we plan to create a cook-out style environment where families will even greet our UAP Partnership teaching artists at the start of the school year and have an opportunity to sign up for programs of interest within the school day and after-school/weekend programs. These lists can be generated among the staff so students can be encouraged by a few individuals.

### **Part 3 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Strong Family and Community Ties. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, BGS will have a 20% increase in parent participation thru PTA meetings, PupilPath check-ins, Community School services and events.

### **Part 4 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b>
Utilize Community School Leadership Team to engage families and community partners to provide feedback on needs and provide resources based on family needs	Parents and families	June 2015 - August 2016	Community Coordinator, Parent Coordinator, UAP and BGS Administration
Translate all communication to parents and families in home language	Parents	August 2015 - June 2016	Community Coordinator, Parent Coordinator, UAP and BGS Administration
Host student celebrations and events around major holidays that include parent participation	Parents and families	June 2015 - August 2016	Community Coordinator, Parent Coordinator, UAP and BGS Administration
Increase family and community ties thru scheduled events, service and resource offerings. Such as, immigration and social service guidance, mental health and crisis counseling, job fair and employment training	Students Parents and families	June 2015 - August 2016	Community Coordinator, Parent Coordinator, UAP and BGS Administration

**Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Parent Coordinator  Community School Director  Community forums  SLT membership and meetings  Student and parent incentives
<b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Data specialist will monitor and in February 2016 calculate the average participation through PupilPath reports, Community School event attendance and participation reports, and Parent Coordinator attendance and participation reports. By February 2016, Parent participation in school events, parent meetings and PupilPath usage will increase 10%.</p>
<p><b>Part 6b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

## Section 6: Expanded Learning Time (ELT) Program Description

**Directions:** Expanded Learning Time (ELT) activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environments, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

### **Part 1 – ELT Program Goal(s)**

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2016, increase the percentage of 2nd year students accumulating at least 10 credits in the school year by 10%.

### **Part 2 – ELT Program Type**

Is the ELT program voluntary or compulsory?		Voluntary	X	Compulsory
---------------------------------------------	--	-----------	---	------------

If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.

Students will have Credit Recovery options for classes that need to be repeated, and will be provided with extended opportunities for arts-based programming, College & Career Readiness coursework increasing students' participation College & Career Intensive programming in all grades, beginning in August. Additionally, we will utilize existing partnerships with college partners (Long Island University Fast Track & Brooklyn College College Now) to provide college preparation coursework.

Students will also participate in counseling, social-recreation and arts-based activities through Community Schools programming administered by Urban Arts Partnership.

### **Part 3 – ELT Program Description**

**Target Population:** The ELT program for a Renewal School will be offered to **all students** in the school.

Describe how the school will meet the following SED requirements for an ELT program:

How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging?

How will CBO staff and the school's teachers be integrated to provide a seamless learning day?

- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
- Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
- What new content areas and opportunities will be offered to students?
- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

- How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff?
- How will outreach be made to families?

Through UAP programming, students who have struggled with US and Global history exams get added support and practice. ELL students are given support and voice through Story Studio programming while Special Education students are given programming and support through EASE (Everyday Arts for Special Education).

ELT is being offered to students through increasing the school year calendar, which has been an integral part of Brooklyn Generation's model. Students participate in core academic classes beginning in August and through mid-winter recess, which provides an additional 16 - 20 days of instruction. Additionally, by staggering teacher time, the BGS school day schedule is increased by 30 minutes.

Over the course of the year, students will be receiving 181 additional credit-bearing instructional hours. Through our model, students will have the opportunity to earn 18 - 20 credits per academic year. In the 9th grade, students will be offered an additional block of instruction in math. In the 10th grade, students will be offered an additional block of Global instruction. In 11th grade students will be offered an additional block of ELA instruction. Course offerings for students in the 12th grade will be determined upon student need to meet and / or exceed graduation and college readiness requirements.

Our CBO, Urban Arts Partnership, is collaborating with us to provide programming during the school day in Humanities and STEM classes. Additionally, we are able to provide support services to our ELL students through UAP programming. During the 2015-16 school year, we are scheduled to have integrated classes with UAP in history Regents Prep, coding, Story Studio, and science integration. UAP is also scheduled to provide programming at the end of the school day in the areas of dance, music, visual arts and service learning. In addition to increasing student engagement by offering enrichment activities that have not available at BGS, this partnership will afford teachers opportunities to create and collaborate with our CBO to provide an even wider array of offerings centered on student interests and needs.

In the 2015-2016 school year, Urban Arts Partnership will also be offering two sections of iCONNECT, a peer mentoring program in which school or UAP alumni are trained as mentor and advocates who then meet one on one and in groups with students to foster a safe space where students can set personal and academic goals, share successes and challenges and develop leadership skills. iCONNECT empowers students to advocate for themselves and to seek out supports both in and outside of the school in order to help them navigate the path to graduation. In addition, iCONNECT mentors meet weekly with their mentees who are struggling with attendance which they help troubleshoot the causes of their missed days. They work together to brainstorm solutions to situations which challenge their regular attendance. Students who are identified as having serious social-emotional issues that adversely affect their school attendance and overall performance will be referred to the Wellness team who will assess the student and family needs to implement the appropriate interventions.

Our school model provides for weekly 80-minute professional development sessions, which will be offered to CBO partners. Additionally, each grade team participates in daily common planning time, part of which will be utilized for CBO planning and collaboration. Our model also allows teacher teams to have 15-20 days of PD which is scheduled at the beginning of the school year, part of which will be scheduled for integration and collaboration with CBO staff.

Outreach will be made to families in several ways:

- UAP Community Resource Coordinator, CMCC counseling staff and Parent Coordinator will be conducting outreach to new BGS families through summer 2015, through home visits, calls, welcome postcards, email and text.

- Students identified in need of attendance intervention will be assigned to a member of our school's Wellness team (comprised of a full-time social worker, social work intern/s, Guidance Counselor and CMCC Counseling staff), who will be required to conduct family outreach via phone calls, letters, and home visits. In addition, the Community School Director will work with the Wellness team, students and families to proactively address stated family and

household needs that pose barriers to student attendance and performance such as lack of health insurance and health care, pressing immigration difficulties, housing instability, and time competition between student's responsibilities for child and elder care and school attendance and time for homework

- UAP will be conducting summer programming off-site, which will be an additional opportunities to make connections with families.

#### **Part 4 – ELT Program Implementation and Oversight**

**Part 4a.** Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
3. Explain how you will evaluate the program to assess impact on student achievement.

1. UAP partner has an on-site Community Resource Coordinator, who will administer the logistics of CBO programming. In addition, each UAP teaching artist meets regularly with their content area team leader within UAP and their content team leader visits, observes and provides feedback for at least two sessions per semester of programming. As ELT time will be taking place during the school day, school administration will oversee the program as a part of the observation/evaluation cycle. School-based social worker will also be responsible for the oversight of CMCC counseling partners.

2. UAP programming is currently in place during the school day and will be increased to serve more students. CMCC counseling partners are currently working with targeted students, and are working with community partners to provide recreational venues for students.

3. In school ELT courses will be evaluated using the classroom observation tools, scholarship data and benchmark assessment data.

4. Attendance and OORS data will be reviewed weekly by counseling staff to measure the effectiveness of the program.

**Part 4b.** Timeline for implementation and completion, including start and end dates.

BGS extended school year will begin on August 24, 2015, which will be preceded by a 5-day Professional Development Summer Institute, and expanded learning time will continue through June 26th.

Course and program effectiveness will be assessed throughout school year -in November, March and June.

#### **Part 5 – ELT Budget and Resource Alignment**

**Part 5a.** Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

Community School Director

CCMC counseling staff

Content Teachers for credit bearing classes

LIU partnership

Brooklyn College partnership

Arthur Ashe partnership

**Part 5b.** Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.  
*Note: If the program is funded by 21<sup>st</sup> Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.*

	<b>21<sup>st</sup> Century</b>	X	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>	X	<b>Other</b>

**Part 6 – ELT Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By June 2016, at least 10% of 2nd year students would have earned 5 credits.

Ongoing monitoring of students:

Skedula / PupilPath progress reports

Credit accumulation

Attendance and participation rates

**Part 6b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 7: Community School Description

**Directions:** The Community School program is directly aligned to the Framework for Great Schools element – Strong Family and Community Ties.

### **Part 1 – The Community School Program Goal(s)**

Indicate the summative goal(s) of the Community School program for the 2015-16 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2016, raise attendance by a minimum of 10% for chronically absent (55-75% attendance rate) students.

### **Part 2 – Community School Program Description**

**Part 2a.** Identify the target population(s) to be served by the Community School program and the scope of the services provided.

Creation of opportunities for students to participate in wrap-around services - mental health & substance abuse counseling through CCMC partner, leaderships and recreational programs, arts integration during in-school and after school programming to increase graduation rate by 5% and to raise overall student attendance for the school year to 90%. All students will have the opportunity to participate in in-school and after-school UAP programming. Targeted students for AIDP services (CCMC counseling, recreational therapy programs, etc.) will be those students with attendance rates between 55% and 75%.

**Part 2b.** Describe how the school will meet the NYCDOE requirements for a Community School in the School Renewal program.

1. Renewal Schools are expected to pair with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the needs and asset assessment, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.
2. Renewal Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the needs and asset assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.
3. Renewal Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, attend parent-teacher conferences, participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly Forums engaging families and community stakeholders will be a critical part of this parent engagement strategy. Describe how you will implement this aspect of the work.
4. Renewal School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools and training will be available for schools to use. Indicate how you will implement this aspect of the work.

The Community Schools structure will provide the needed resources to develop strong community-based partnerships and implement personalized and tiered interventions to address our students' and families challenges. BGS will host monthly forums for parents, students, family and community members which will not only engage families and students in the community school process but also share needed resources and information around a different theme each month (for example, immigration, health insurance, etc.).

Brooklyn Generation School along with our community school partners, Generation Schools Network (GSN) and Urban Arts Partnership (UAP), will provide services through three structures. First, the school will leverage existing Advocacy programs. Second, the school will use the flexibility of Studio Courses to integrate staff and new course offerings; some of the new courses might be academic, while others offer services, remediation or additional

enrichment opportunities. Third, a minimum of an additional hour added to our day will offer extended school programming for students and families some of which will have continued weekend programming.

UAP is the lead partner on our Community School and has subcontracted work with Community Counseling and Mediation Center (CCMC) to collaborate and implement services in five key areas:

1. Mental health services
2. Drug education and abuse prevention
3. Legal assistance and alternatives to incarceration
4. Expanded school-based intervention programs (violence prevention, peer mediation, leadership development)
5. Enrichment (Therapeutic Recreational Programs)

To address the social emotional needs of the students and families of BGS, the mental health team will conduct outreach to target students and meet with their families to do a comprehensive mental health assessment. They will work with the families to develop success plans (treatment plans) and connect them to additional resources in the community to meet the identified needs. The counselors will offer individual, group and family therapy, incorporating non-traditional forms of therapy, such as music and movement (dance) therapy. Counselors will also conduct home visits as needed and conduct quarterly psycho-educational workshops to parents on topics such as teen substance abuse, suicide prevention, understanding disorders of childhood and adolescents, and effective parenting/raising successful children. The counseling staff will also assist with family engagement through the development of a parent support group that will meet once a week to provide parents with the space to share the challenges of parenting teens as well as to obtain peer support, develop parent skills and gain access to additional resources.

In an effort to develop therapeutic recreational programming the clinical consultant of CCMC will collaborate with and provide supervision to recreational staff to assist them with developing activities to address the social emotional and mental health needs of students. Together, the recreational staff and mental health staff will collaborate to develop social-recreational curricula that are geared toward helping students develop specific social-emotional skills to help them manage emotions, develop impulse control (thus reducing violence), improve decision makings and problem solving skills. The mental health staff will also collaborate with CBOs whose mission is to reduce violence in the community and gang involvement (CBOs: Man Up, Guns Down, Life Camp) to develop an anti-violence campaign.

To assist students with developing pro-social skills geared toward leadership development ELT enrichment activities will include the development of a Brotherhood/Sisterhood rites of passage program. This program will focus on helping students develop positive identities, healthy self-esteem and positive value systems that guide their behavior. The Brotherhood/Sisterhood will meet twice a week. All activities will be geared toward exploring and practicing a variety of principles (integrity, honesty, trust, cooperation, loyalty, respect, responsibility /reliability, determination).

To ensure the work of the partner organization, the school principal will meet with the Community Engagement Team twice a month to review student and family participation data, discuss high need family and / or student social-emotional interventions and reflect on the work to best inform next steps. The team will use the New Visions Data Tool to review individual student data as well as look for positive and negative trends.

### **Part 3 – Community School Program Implementation and Oversight**

**Part 3a.** Who will implement the Community School program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the Community School program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured with the Community Based Organization (CBO).
3. Explain how you will evaluate the program to assess its impact on student achievement.

School administration (Principal, Assistant Principal, Director of Wellness & Prevention) will each oversee aspects of the program. Partner organizations will supervise their staffs (partners include GSN, UAP and CCMC). The leadership of each organization will meet monthly to discuss progress and plans for growth.

The Principal and Assistant Principal will oversee the academic aspects of the ELT programs. The Director of Wellness and Preventive is an LCSW-R, with extensive experience in managing mental health programs and developing therapeutic recreation programs will oversee the counseling services and therapeutic recreational programs. The Community School Coordinator will responsible for facilitating the monthly CSLT meetings, developing partnerships with identified CBO's and conducting outreach to the community to inform them of services and programs available on campus.

We are seeking to hire an ELT coordinator who will be responsible for coordinating activity schedules, securing space, supplies/resources, food /snacks for students, coordinating trips and managing the intricate details of running an afterschool program. The coordinator will also assist with tracking data for program evaluation and keeping attendance records.

The community partners will be responsible for ...

UAP will implement both academic programs and recreational programs.

CCMC will be responsible for developing the mental health clinic, providing counseling services, facilitating parent support groups, and psycho educational workshops. CCMC will also work collaborate with the Director of Wellness to assist with obtaining an OMH licensed to establish a school based clinic. The Consulting Clinical Supervisor will be responsible for providing Clinical supervision to counseling staff and staff members hired to facilitate therapeutic recreational programs.

Other partnerships will be developed with CBO's to provide services and resources to meet the needs of students and families identified in the needs assessment.

The effectiveness of the program will be evaluated by reviewing benchmark data, attendance data, and OORs data. The Principal, Wellness team, Community School Director and ELT Coordinator will meet to review attendance and student academic progress to assess student achievement.

**Part 3b.** Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.

For the counseling staff (Guidance counselor, 2 social work interns) they will need professional development that focuses on trauma treatment, additional counseling, family counseling and school mental health. The ELT Coordinator will need training on understanding mental health issues of children and adolescents and behavior management.

**Part 3c.** Timeline for implementation and completion, including start and end dates.

For our Community School AIDP, the program will be implemented over the course of 4 years: September 2014 – June 2018

**Section 8: 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Grade team Kid Talk conducted weekly  Data from formative and summative assessments	Scaffold questioning, repeated readings, writing to learn, MYON online reading program.	Small group, daily instruction during school day five days a week for 55 minutes and afterschool for 2 hours weekly with small group tutoring	During daily class instruction and additional tutoring takes place during lunch and after school.
<b>Mathematics</b>	Grade team Kid Talk conducted weekly  Data from formative and summative assessments	Scaffold questioning, repeated readings, writing to learn	Small group, daily instruction during school day five days a week for 55 minutes and afterschool for 2 hours weekly with small group tutoring	During daily class instruction and additional tutoring takes place during lunch and after school.
<b>Science</b>	Grade team Kid Talk conducted weekly  Data from formative and summative assessments	Scaffold questioning, repeated readings, writing to learn	Small group, daily instruction during school day five days a week for 55 minutes and afterschool for 2 hours weekly with small group tutoring	During daily class instruction and additional tutoring takes place during lunch and after school.
<b>Social Studies</b>	Grade team Kid Talk conducted weekly  Data from formative and summative assessments	Scaffold questioning, repeated readings, writing to learn	Small group, daily instruction during school day five days a week for 55 minutes and afterschool for 2 hours weekly with small group tutoring	During daily class instruction and additional tutoring takes place during lunch and after school.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Weekly PPC meetings  - Students with IEP's  -Students exhibiting social emotional behavioral problems that are affecting	Group and individual Counseling based on the identified needs. Assessment and referral services	Guidance Counselor and Social Workers and Social Work Interns deliver one on one and small group counseling	During the School Day and after school

	academic and social functioning.  -Parents and teachers can also refer student for services.		Mental health services delivered by CCM (CBO)	
--	----------------------------------------------------------------------------------------------------	--	-----------------------------------------------	--

## Section 9: Title I Program Information

**Directions:**

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4]
- For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

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

**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.
BGS teacher recruitment team is comprised of classroom teachers as well as Generation Schools staff who utilize DOE systems (New Teacher Finder, Open Market, etc.) to recruit and vet teacher applicants.

**2b. High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<p>Monthly professional development will be provided to all staff in the areas of:</p> <ol style="list-style-type: none"> <li>1. Instructional shifts</li> <li>2. Blended learning - CCLS with technology tools</li> <li>3. Quality formative assessments</li> <li>4. Creating authentic questions to generate student discussion</li> <li>5. Performance task design</li> </ol> <p>Selected teachers will participate in an Instructional Cabinet, which will align and make manifest the instructional focus. They will develop model classrooms facilitate learning conversations around student performance in grade-level Inquiry Teams.</p> <p>Teachers will participate in grade-level Inquiry Teams which meet daily during Common Planning time. Objectives and agenda are informed by classroom observation, student data and Instructional Cabinet. Further, teachers will also participate in teacher-led Content-teams to norm instructional strategies and revise vertical alignment of skills and content.</p> <p>Finally, through our staggered teaching schedule, teachers have 10-20 days of Professional Development annually to work in grade-level teams as well as with Generation Schools’ instructional coach.</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/information, early intervention services, etc.).
Not Applicable

**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**

<p><b>Directions:</b> All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (RSCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u><sup>2</sup>. <b>On the chart below</b>, 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.</p>			
<b>Program Name</b>	<b>Fund Source</b> (i.e. Federal, State or Local)	<b>Funding Amount</b> Indicate the amount contributed to	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> , section

		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Section Reference(s)
Title I Part A (Basic)	Federal	207,539.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,920,466.00		

**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To 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/RSCEP.

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

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, 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 10: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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 RSCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) 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;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- 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) Template**

**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 on assessments.

#### **I. School Responsibilities**

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- 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.

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

**A. School Information**

District <b>18</b>	Borough <b>Brooklyn</b>	School Number <b>566</b>
School Name <b>Brooklyn Generation</b>		

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

Principal <b>Lydia Colón Bomani</b>	Assistant Principal <b>Luis Garcia</b>
Coach <b>Nora Hyland</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher	School Counselor <b>Oral Johnson</b>
Teacher/Subject Area <b>Cynthia Gilligan / Special Ed</b>	Parent
Teacher/Subject Area <b>Louise Bogue English</b>	Parent Coordinator <b>Robin Simmons</b>
Related-Service Provider <b>Kelli Dunham Community Coord.</b>	Borough Field Support Center Staff Member <b>Jose Garcia</b>
Superintendent <b>Michael Prayor</b>	Other (Name and Title) <b>type here</b>

**C. Teacher Qualifications**

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

Number of certified ENL teachers currently teaching in the ENL 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/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

**D. Student Demographics**

Total number of students in school (excluding pre-K)	239	Total number of ELLs	15	ELLs as share of total student population (%)	0.00%
------------------------------------------------------	-----	----------------------	----	-----------------------------------------------	-------

# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	15	<b>Newcomers</b> (ELLs receiving service 0-3 years)	10	<b>ELL Students with Disabilities</b>	4
<b>SIFE</b>	5	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	3	<b>Long-Term</b> (ELLs receiving service 7 or more years)	2

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.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	10	4	4	3	0	2	2	1	2	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 3

## 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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

\* EP=English proficient student

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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____

Freestanding English as a New 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										1	1	1	0	0
Chinese										0	0	0	0	0
Russian										0	0	0	0	0
Bengali										0	0	0	0	0
Urdu										0	0	1	0	0
Arabic										1	1	0	0	0
Haitian										3	1	1	2	0
French										1	0	1	0	0
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other										0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)										0	0	0	0	0
<b>Emerging</b> (Low Intermediate)										3	1	1	0	0
<b>Transitioning</b> (High Intermediate)										2	0	1	0	0
<b>Expanding</b> (Advanced)										1	1	3	2	0
<b>Commanding</b> (Proficient)										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										3	1	2	3	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										0	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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	0	0	0	0
Integrated Algebra/CC Algebra	8	0	0	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	7	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	3	0	1	0
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	2	2	0	0
Geography	0	0	0	0
US History and Government	0	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 Currently, BGS uses SCANTRON Performance Series for reading assesment. Student test scores for the NYS Regents and the NYSESLAT are also used to evaluate student reading and writing levels. This data will help inform our school's instructional plan in the following ways: the school has identified model teachers who will demonstrate and review best and promising instructional practices, work with teachers in model classroom settings and provide resources for instruction of ELLs as part of teacher teams' weekly professional development. The administration has provided for formalized Small Group Instruction, in the form of Special Classes, for students needing further support in foundational reading and writing as well as math skills. Finally, our Free Standing ESL Class has been organized into classes that reflect the students current level of English acquisition, such as Emerging to Expanding, allowing instruction to be more focus on the individual needs of homogeneous groups of students. BGS continues to provide Push In support for History, and extended day instruction in our other content classes.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The data patterns reveal that while students continue to progress in the ENL classroom by either moving to the next level, or by testing out, they continue to need support in the areas of reading and writing in English. We are now however a community and renewal school, and as such have the opportunity to further support our ELLs language development through our extended Block G classes, and through our collaboration with community based agencies such as the Urban Arts Project, Brooklyn College, and Arthur Ashe Urban Health Initiative.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 Our school uses information from the AMAO to track student progress in reading, writing, and compares this information to previous years so as to identify trends or barriers to student learning and activiely address them through adjusted instructional time or increased after school and extended day remediation
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

Our ELL students are scoring at the same performance levels and grades for tests taken in English and in their home languages. The school leadership and teachers have access and review the scores for the periodic assessment, Ed performance and the NYSESLAT, and use the information to guide how lessons can be differentiated, and scaffolded for our ELLs. The school's designated Instructional Cabinet consisting of master teachers from each grade, and the Principal identify specific Literacy, Science, and Math skills that need to be addressed and provide targeted strategies that are shared with teachers school wide during weekly grade and content team meetings as part of our schools' professional development.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RTI Guide for Teachers of ELLs](#).]  
We are a 9-12 school.
6. How do you make sure that a student's new language development is considered in instructional decisions?  
We keep staff informed as to which students have tested out of ESL, and provide continued ENL entitled support through push in, and by ensuring time and a half on tests, as well as access to bilingual glossaries in the content area subjects. These accommodations are maintained for two years after the student has tested out on the NYSESLAT, or until the student graduates.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?

NA

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
In order to best understand the results of our Annual Yearly progress, we review students test scores on the Regents, Common Core, and NYSESLAT exams. Grade and content teams also review individual student transcripts to evaluate their progress toward the next grade level. Once percentage rates are calculated for students making progress, and those who need targeted support, programming is deliberately structured to provide as much time as possible for academic intervention for identified groups and for individual students.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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

If the student speaks a language other than English and speaks little or no English, then the student is scheduled to take the NYSTILL (and LAB for students with a home language of Spanish). This assessment is administered by the ELL Coordinator, Ms. Vann-La Russo. LAB testing is administered within 10 days of initial enrollment, as scheduled by the ELL Coordinator in collaboration with administration. Administration of the exams is done by our LAB Coordinator, a bilingually licensed pedagogue. The tests are then hand-scored by the ELL Coordinator. If the student scores at or above proficiency on the NYSTILL, 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, 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.

Once the score reveals that a student is indeed an ELL student, parents are notified using the Entitlement Letter. The ELL Coordinator and Parent Coordinator then collaborate to ensure that parents come into the school in a timely manner to exercise the Parental Option following an initial ELL Parent Orientation Session, in which parents are advised of the three program models offered in New York City, shown the Orientation Video, provided with the ELL Parent Brochure in their native language and given the opportunity to

complete the Parent Survey and Program Selection Form. After the Parent Survey and Program Selection Form has been completed, parents are advised of the program offerings at our school. In cases where the parent's first choice aligns with our program offerings and space is available, the student is placed according to parent choice. In cases in which the parent's preference is not available at our school, a Transfer Option is given. In cases in which the parent does not complete and/or return the Parent Survey and Program Selection Form, students are automatically placed Free Standing ESL, the only option our school offers, per CR Part 154. Student placement is once again verified for the parent using the Placement Letter.

Each subsequent year following initial enrollment, ELL students are assessed annually using the New York State English as a Second Language Achievement (NYSESLAT). The students of this group are scheduled throughout the week during the NYSESLAT testing window, for students to take and complete this assessment. The RHSV and RESI reports in ATS, provided the school with information with regard to ELL student status and eligibility. The students of this group are scheduled throughout the NYSESLAT testing window to take this test. There are four components of the NYSESLAT which are administered to ELL students during the allotted testing window. Content area teachers collaborate with the ELL Coordinator to assist in meeting testing requirements. Each summer, upon receipt of the student test results from the most recent NYSESLAT administration, results are analyzed to determine new student's proficiency levels. Based on these results, parents are provided either with a Continuing Entitlement Letter (for students who did not attain proficiency on the most recent NYSESLAT administration) or with Non-Entitlement/Transition Letter (indicating that the student has scored proficient on the most recent NYSESLAT administration and is no longer designated an ELL student).

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

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

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

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

4.) Identified ELL students are placed in ESL instructional programs or advised as to other schools in our district, 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 days of initial enrollment. At these sessions, parents are shown the ELL Parent Orientation Video that is part of the LAP Toolkit. They are also provided with the ELL Parent Brochure and have the opportunity to have any questions regarding the program model options available to them in the City of New York answered by a properly licensed education professional. To ensure that parents are fully apprised of the choices available to them and are capable of making a well-informed choice, parents are then asked to complete the Parent Survey and Program Selection form, prior to being advised of the options available at our school, to ensure that parent choice is not unduly influenced by in-house offerings. In the event that parent choice does not align with in-house offering, a transfer option is provided, which the parent then has the opportunity to accept or decline. All components of the process are always conducted in the parents native language and all documentation is provided in the native language as well.

Based on parent choice, the student is then placed in the appropriate class based on grade level, language proficiency level and availability. Enrollment, placement and entitlement letters are kept and maintained by the ELL Coordinator. These documents are used to support parents in their choice of program.

5.) After reviewing the Parent Survey and Selection forms for the last two years, we have found that most parents of newly registering students have requested Free Standing ESL. The parent surveys and selection forms are used to evaluate trends and help inform the program for student and parent needs.

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

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).  
SIFE students are identified through the initial parent interview, and intake process by either the ELL Coordinator, or Special Education Coordinator. The information is then shared with the Special Education Team, and the student is programmed to receive additional instructional hours in the form of a seventh period class, known at BGS as Block G. In addition, all students are provided with the opportunity to receive after school tutoring in their content classes Monday-Friday.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).  
The Special Education Coordinator along with the Special Education department identify newly admitted ELLs with IEPs.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.  
The ELL Coordinator reviews the scores for the previous NYSESLAT administered in the Spring, by looking at the RLAT report in ATS, and by reviewing information provided by the MOSEL. Entitlement, and continuing entitlement letters, are then sent out to parents and copies are kept on file at the school.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).  
During the initial intake, and again during the parent orientation, parents are provided with information about their right to appeal.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.  
Parents are provided with the opportunity to see the parent choice video as part of the parent orientation scheduled within the first two weeks of school.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
The ELL Coordinator and the Parent Coordinator, along with the school Guidance Counselor, work together in three ways: first, the Parent Coordinator and ELL Coordinator, plan the parent orientation; second, the Guidance Counselor and the ELL Coordinator communicate with each other about the possibility of a newly admitted ELL student, and the ELL Coordinator reviews the RLAT report in ATS, and reaches out to parents and students as part of the intake and follow up via parent orientation, parent survey, and invitation to meet to address any questions they may have about entitlements.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
Once Parent Surveys are completed, the information is entered into ATS by the School Secretary.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Letters are mailed by the school in the parent's home language.:
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
Information on each student identified as an ELL is entered into ATS, kept in the student's cumulative file, and is kept by the ELL Coordinator in a separate ELL binder.
11. 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.  
The schools' Test Coordinator provides the testing materials to the ELL Coordinator, who then administers the tests to the students and returns the materials to the Test Coordinator to be secured.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
The ELL Coordinator informs the administration of those students who are considered to be continued entitlement, or in need of transitional support. The Assistant Principal and the Guidance Counselor then program the students accordingly in either our Free Standing ESL Classes, or in Block G additional instructional hours classes. ELL Coordinator also ensures that department and grade teams of identified students are informed of the student's status and subsequent entitlements such as extended time.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

BGS offers a free standing English As A Second Language Program. Over the last few years, parents have chosen to stay with the school, and to have their children participate in the ESL model. Families who have opted for other alternatives have generally chosen to leave BGS in favor of placing their children in schools in their district, or in transfer schools, to alleviate the students need to work before or after school.

## Part V: ELL Programming

### A. Programming and Scheduling Information

- How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - Freestanding ENL program.  
Students receive instruction in heterogeneous cross grade level groups, according to homogenous language levels.
  - TBE program. *If applicable.*  
Not applicable
  - DL program. *If applicable.*  
Not applicable
- How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
Hours of instruction are aligned according to the students NYSESLAT and NYSTILL Results, and provided by placing them into an ESL class that is in accordance with their current level of English acquisition. Additional Push In and extended day instruction is also provided to meet mandates and further support students in the content classes.
- Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.  
BGS continues to use ED Performance as an assessment to evaluate student performance as well as Regents test scores, to determine how best to focus instruction for our ELL students. We continue to use our school-wide instructional strategies that include the Question Formulation Technique, Reading and Writing to Learn, Socratic Seminar and Literature Circles. In addition, we provide leveled reading materials that are content specific, and differentiated materials such as vocabulary word banks, graphic organizers and texts in the home language. Dictionaries and thesaurus are available in every classroom.
- How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
BGS works closely with the school's Borough Assessment Center to ensure that testing materials are provided and applied as needed, such as the NYSTILL, and the Spanish Lab R. We also work closely with the school Special Education Committee, NYC Department of Education Translation office, and we have staff that act as translators for parent and or IEP meetings as needed.
- How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Throughout the year, the ELL students are evaluated based on the results of the common core assessment, the Regents, Ed Performance, and the Periodic Assessment.
- How do you differentiate instruction for each of the following ELL subgroups?
  - SIFE
  - Newcomer
  - Developing
  - Long Term
  - Former ELLs up to two years after exiting ELL status

Differentiated instruction is provided as follows:

SIFE and Newcomers receive the mandated hours of instruction of 540 minutes via freestanding ESL plus additional extended

day and after school instruction.

Developing and Longterm ELLs receive 360 mandated minutes of instruction, and additional content/ESL instructional support in the content classroom.

Former ELLs are provided with push in ESL support, afterschool tutoring, block G or 7<sup>th</sup> period instruction as needed, and are provided with time and a half on state exams as mandated.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.

**Non Applicable at this time**

8. 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?

Our instructional strategies include a school-wide framework that is Active, Linked, Student-Centered, focused on Understanding, and Reflective. Grade level materials include nonfiction texts, Project based Learning, and Writing to Learn strategies.

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

Brooklyn Generation uses curricula, that is aligned with the Common Core, and provides opportunities for students to make connections across content areas and to the real world. This is accomplished by allowing content teachers, such as English and Science for example, to co-plan lessons that support mutual concepts in both subjects. In addition, our scheduling allows for more class time, because BGS provides students with 55 minute classes, and an additional block of instruction known as Block G. This is an end of the day period, that provides students additional opportunities for remediation. The Special Education team as well as the ELL Coordinator meet weekly to review student progress in the content classrooms.

Interventions that support student learning and achievement of IEP goals include moving students into smaller class settings known as skills-based classes, where the ratio of students to Special Educator teachers can range from five to eight students per class. This type of scheduling is meant to provide students with more personal attention and small group instruction reflected in their individual IEP goals. Other programming includes Resource Room, ICT, and Push In provided by the Special Education and ELL Coordinator in conjunction with the content team teachers. We also offer opportunities for content teams to provide feedback on students progress and/or need for further remediation.

Chart

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

Chart

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

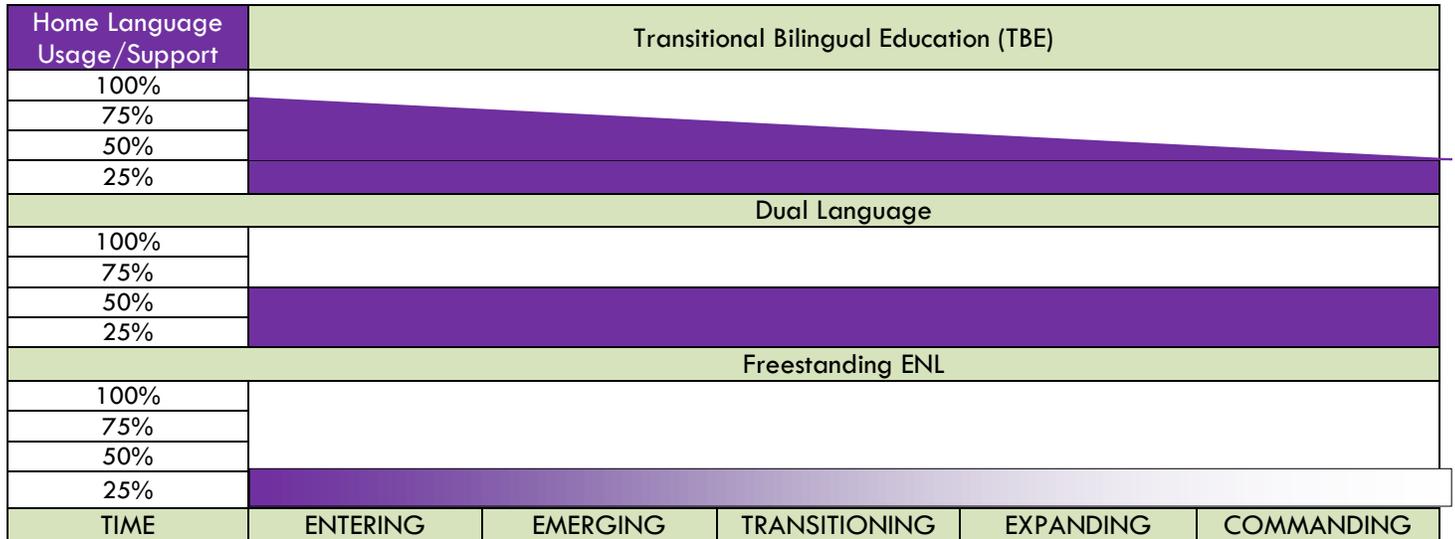


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. The range of interventions at BGS include extended day schedule for our beginners and undercredited ELLs. We provide one-on-one tutoring and small group instruction for all language levels, and we provide students with bilingual staff/paraprofessionals (that are bilingual in the students home languages) so that translation can be supplemented during instruction. Targeted instruction in ELA includes students participation in AVID and in Writing to Learn strategies. Students at all levels of language acquisition are provided with opportunities to read leveled text based on their performance on the Common Core and Ed performance scores, and are actively engaged in hands on projects that focus on collaboration between students and content teachers, so that fluid connections are made by the students as they move from class to class. In our Free standing ESL classroom, students adhere to a weekly schedule that targets reading using Drop Everything and Read strategies, Journal and writing response to a text, Peer editing, and daily vocabulary worksheets, as well as the use of graphic organizers, and technology to promote understanding in English such as Breaking News English.com, and TED Talks.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
We are meeting the needs of our ELL students by providing leveled cross grade ESL classes, that focus on reading and writing using nonfiction texts, and allow for direct instruction to support vocabulary and key concepts taught in the content classrooms. Our school Administration has designated both the school's Instructional Cabinet Members and Special Education team as the school leaders who evaluate the effectiveness of the schools instructional framework and monitors student progress. Based on content team feedback and test scores reflected in the Ed Performance, Regents, and NYSESLAT results, evaluation of students progress or barriers to learning become more transparent, and provide opportunities for adjustments in the way instruction is delivered.
12. What new programs or improvements will be considered for the upcoming school year?  
Improvements to the school include the additional block of instructional time, and the increase in wellness support with the hiring of three new certified social workers, and one substance abuse counselor. This year, BGS is fortunate in that we are now a Community School, which has provided additional funding for collaboration with community based agencies such as the Urban Arts Project, College Now and TRIO programs. Our transition to becoming a community school will further provide learning opportunities for students in school as they progress toward college readiness and increase their understanding of the skills they need to acquire in school and in their communities. The programs that community grants allow our students to partake in include TRIO, Urban Arts Partnership and College Now.
13. What programs/services for ELLs will be discontinued and why?  
No programs will be discontinued at this time.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
After school services are provided to all students including those identified as ELLs, every day after school from 3:30 to 4:30 pm. The ELL Coordinator also provides lunch time tutoring, 3 times per week, based on student need. Equal access to school-wide activities is provided through parent information packets available in the parent's home language, letters sent home in the home language, and outreach to the New York City Department of Education Translation Unit.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
Instructional materials provided in the ESL classroom include daily reading of nonfiction texts, graphic organizers, vocabulary word worksheets, bilingual dictionaries and explicit signage and materials set up as stations in the classroom to promote student learning and application of key concepts expressed in the texts or projects.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Home languages are supported through the NYC DOE Translation Unit, through bilingual staff members at BGS, and by ensuring that translated text are provided for both students and parents as needed, such as parent letters, or instruction in the ELA classroom.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
The School uses ED Performance and NYSESLAT scores to determine the students current reading and writing levels, and will use grade level text, along with teacher created differentiated lessons and projects.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
Newly enrolled ELLs are invited to get to know the school over the summer by participating in a summer institute for students that includes trips to Ramapo State Park, and an art and poetry group. Since we want to make every effort to make sure our new students are part of the community, bilingual staff including the principals, parent coordinator, and our community school administrators reach out and invite families and students of newly enrolled ELLs to participate in these activities to foster the understanding that BGS is a community and a community school.

19. What language electives are offered to ELLs?

**Students may take an elective in French.**

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

NA

## **B. Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
**Professional Development opportunities are prescribed by the Principal. That may include monthly off campus trainings, or instruction by supervisory pedagogues from the CUNY Network.**
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
**Professional Development is provided for all teachers and paraprofessionals on a weekly basis by Brooklyn Generation Network, and/or the Principals, as well as Master Teachers on the content team.**
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
**The school works closely with the wellness team, guidance counselor, and community school coordinator to ensure successful student and parent orientation, curriculum night, and parent teacher meetings are in place to support student transition into high school.**
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

**Records of professional Development are maintained and kept by the Principal.**

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

We review our school calendar and designate specific dates in collaboration with the Parent Coordinator, and with the approval of the Principal, for Parent Orientation. IEP meetings are set by the Special Education teachers and Special Education Coordinator, and individual Parent Meetings to discuss student goals and progress are also initiated by individual content teachers at their discretion. Communication regarding student progress or the need for a meeting to discuss assessment results is well documented in Skedula.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Records for annual meetings are maintained in the student's file, and by the Special Education and ELL Coordinator, as well as the teacher who has called the meeting.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. In addition to Parent Orientation, BGS actively recruits ELL parents to participate on our school leadership team, and continues to engage in home visits during the summer. Our Community School Coordinator has identified a former ELL graduate and soon to be graduate to help with outreach to parents of ELLs, by making follow up phone calls, and providing translated materials regarding school events. Furthermore, all parents at BGS are encouraged to take the school survey so that we can be fully informed in addressing parent and student concerns.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school has partnered with Urban Arts Partnership.

5. How do you evaluate the needs of the parents?

We evaluate the needs of parents through parent meetings, during the IEP, and based on the Parent Survey.

6. How do your parental involvement activities address the needs of the parents?

We address the needs of parents by scheduling meetings that are flexible with the Parent's schedule, meaning before or after school, and if necessary the wellness team or the community school coordinator make home visits.

### D. Additional Information

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

Brooklyn Generation School has been fortunate that, as of our 2015-16 school year, we have been designated as a Community and Renewal School. As such, we are able to increase our programming and instruction for students by providing them with opportunities to participate in College Now, Arthur Ashe Urban Health Initiative, Brooklyn College Credit Accumulation while in High School, and collaborative hands on projects and schoolwide competition through Urban Arts Partnerships that provides students with a platform to express themselves through art and public speaking. We are a small but dedicated school that imparts to all of our students the importance of our motto - Dream bigger, Work harder, Care More.

## Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01



**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

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

**DBN: 18K566**

**School Name: Brooklyn Generation School**

**Superintendent: Michael Prayor**

**Before you begin, please check the following:**

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

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

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

**Part A: Identification and Assessment of Limited-English-Proficient Parents**

---

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

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. In our transition into being a Community School, we have hired staff who are bilingual in two of our highest needed languages - Haitian Creole and Arabic.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

In order of highest to lowest:  
English, Hatian-Creole, Arabic and Spanish

## **Part B: Creating a Communications Calendar**

---

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Our school would require that all documents be translated, as we make those translated copies available to the population of students and their families that we have identified would have the need. As a best practice, we include a line at the bottom of every letter that is sent home that reads "If you need this communication in (fill in language) please contact our Parent Coordinator at the school number" - that line is written in Haitian-Creole, Spanish and will now include Arabic.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Our list of Parent/Family formal meetings and other interactions include and are not limited to: Parent / Family Orientation, Curriculum Night, College Guidance and Planning, PTA meetings, SLT meetings, Community School Meetings, Grade level Conferences, IEP meetings, Mental Health and Crises interventions, Progress to Graduation, Academic interventions and student success planning.

## **Part C: Providing Language Assistance Services**

---

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Our school will continue to provide translated letters, flyers, in house through the uses of bilingual staff 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 how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Oral interpretation services will be provided by Community School staff and in as needed in collaboration with bilingual teachers from other schools on South Shore Campus.

## Part D: Training Staff on Policies and Procedures

---

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

All staff are part of monthly staff meetings where information is shared. Additionally, all staff work with our Community Engagement team (Parent Coordinator, Community School Coordinator, Americore Member, ELT Site Coordinator) to ensure that language isn't a barrier to access and success.

## Part E: Providing Notice of Language Assistance Services

---

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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.

## Part F: Monitoring and Quality Control

---

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Our school is in constant communication with families and gather oral and written feedback though the following:

1. Community Engagement meetings
2. Grade level parent outreach via phone and on-line parent portal
3. SLT
4. PTA
5. Parent Coordinator workshops and events.