



BROOKLYN STUDIO SECONDARY SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 21/ BROOKLYN/ NUMBER 690)
ADDRESS: 8310 21ST AVENUE
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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: K690 **SCHOOL NAME:** Brooklyn Studio School

SCHOOL ADDRESS: 8310 21st Avenue

SCHOOL TELEPHONE: (718)266-5032 **FAX:** (718)266-5039

SCHOOL CONTACT PERSON: Mr. Martin Fiasconaro **EMAIL ADDRESS:** Mfiasco@schools
.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Mrs. Ellen Alperin/Mrs. Jeanine Somma-Turnbull

PRINCIPAL: Mr. Martin Fiasconaro

UFT CHAPTER LEADER: Mr. Scott Slater

PARENTS' ASSOCIATION PRESIDENT: Mr. Larry Fisk

STUDENT REPRESENTATIVE: Melissa Stein
(Required for high schools) Sommer Sanfilippo

DISTRICT AND NETWORK INFORMATION

DISTRICT: 21 **CHILDREN FIRST NETWORK (CFN):** 302

NETWORK LEADER: Roz German

SUPERINTENDENT: Aimee Horowitz

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Martin Fiasconaro	*Principal or Designee	
Scott Slater	*UFT Chapter Chairperson or Designee	
Larry Fisk	*PA/PTA President or Designated Co-President	
Maria DiGraziano	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Melissa Stein Sommer Sanfilippo	Student Representative	
	CBO Representative, if applicable	
Ellen Alperin	Member/SLT co-chair/special education	
Jeanine Turnbull	Member/SLT co-chair/HS S.S.	
Vincenza Mannino	Member/ESL	
Pascal Licciardi	Member/Performing Arts	
Nicholas Como	Member/Administration	
Rose Kershteyn	Member/PTA	
Margaret DiCara Gomez	Member/PTA	
Cecilia Soranno	MemberPTA	
Gina Goldberg	Member/PTA	
Wanda Negron	MemberPTA	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The Brooklyn Studio Secondary School vision is to create an interdependent learning community where all students regardless of race, ethnicity or disability become strategic learners capable of creatively and effectively processing information. Our mission, through the combined efforts of parents, teachers, students and the community at large, will enhance students' ability to "learn how to learn". This will allow students to become active lifelong learners, capable of dealing with new knowledge as it emerges.

Brooklyn Studio Secondary School is an inclusion school, with diversified multi-ethnic student population. We incorporate the philosophy of learning, team-teaching and flexible scheduling into its program. The staff follows a multi-disciplinary approach to learning. The school is committed to preventing, reducing, and eliminating isolation because of race, ethnicity or disability.

Brooklyn Studio Secondary School began as a collaborative effort between Community School District 21, The Brooklyn High Schools and District 75. We are located in the Bensonhurst section of Brooklyn, New York. The 6th to 12th grade school serves a population of approximately 900 students from culturally diverse backgrounds. The community is home to many new immigrants from Western Europe, Eastern Europe and Asia. The school is a central part of the community to many of the students and their families.

Students are programmed for a minimum of six hours and twenty minutes per day. Remediation and enrichment are offered during the 50 minutes after school. A flexible schedule has been designed for staff development/conference time for one hour a week after the students have been dismissed. The common planning time allows for staff development, textbook review, test modifications, curriculum review and pupil personnel team meetings.

As an inclusionary school, all our objectives are met through the use of funded, instructional support, and ancillary personnel in a combination push-in/pull-out program. Education, for the students with disabilities or those in need of Academic Intervention Services (AIS) is fostered through the Least Restrictive Environment initiative. This format reduces the isolation and segregation that is experienced by students with disabilities, as well as racially, ethnically, and culturally diverse students. With the use of instructional support teachers, speech improvement and language therapists, guidance counselors, paraprofessionals, funded personnel and co-teaching, support takes place in all curriculum areas. For example, an instructional support teacher co-teaches with the general education teacher, adapting and modifying curriculum and text for the inclusion students with disabilities, which is beneficial to students in need of academic intervention services (AIS)

A new AIS program has been introduced to our 9th graders to become acclimated to high school. It is called Road to a High School Diploma: Learning Academic Skills and Building Character to Succeed in High School. The objective of the program is to improve academic and social success by providing support to incoming 9th grade students as they face one of the most challenging chapters of their life.

In order to support and reinforce ELA and mathematics skills, our school incorporates proficient and schoolwide reform strategies that provide opportunities for all children to meet the State's proficient

and advanced levels of student academic achievement. Effective methods and instructional strategies, including technology, utilized at our school are the Ramp Up to Advance Literacy/NCEE program, Content Enhancement, Study Island, Achieve 3000, and Brain Pop.

The Ramp Up To Advance/Literacy/NCEE program come from America Choice/University of Pittsburgh. The NCEE program s a comprehensive program that includes the tools, professional development and technical assistance needed by our school to get our students to high, internationally benchmarked academic and occupational standards. Content Enhancement/University of Kansas utilizes the art of framing notes and textbook jargon into readable outlines. Study Island offers web-based instruction, practice, assessment and reporting built for NYS standards. Study Island offers our students rigorous academic content that is fun and engaging. Achieve 3000 is a technologic program enhancing a Five-Step Literacy Routine, sending our students a new non-fiction story each day with a series of pre- and post-reading activities. Reading comprehension, writing and vocabulary are reinforced repeatedly through the Five-Step Literacy Routine. The five steps are setting schema, reading for information, demonstrating mastery, constructing meaning, and forming an opinion.

A teacher advisory will implement a guidance/instructional program to instill routines and rituals to prepare students to make connections with adults in a non-threatening way. It guarantees that no child is left without at least one adult connection. The advisees are the students in first period class in grades 6 – 12. Teacher advisory will take place Mondays from 8:50 to 9:05. The teacher advisors support, guide, inform and educate. The communication link uses TA time to be in touch with advisees, explaining and transmitting school rules and policies, distributing school-issued materials, initiating referrals to the grade advisors, supporting advisees AIS support and attending IEP/academic intervention meetings. Teacher Advisors will advocate support between TAs and students, teachers, administrators and parents, providing constructive support for TAs involved in disciplinary action, encouraging decision-making, helping TAs develop a sense of personal responsibility. Teacher advisors will mentor as they identify co-curricular and extra-curricula areas of interest, and encourages their participation, and the TAs will know where and when to make referrals for serious issues. During the 15 minute TA meeting morning announcements will signal the start of TA, distribute school-issued material to advisees (i.e. weekly calendar), TA answers any questions students may have and teachers may initiate a topic for discussion.

Through the use of multi-media technology, our school addresses the unique learning styles of students with varying disabilities that are reflected in a heterogeneous society. The use of computer laboratories, one literacy computer lab, three wireless labs and the state of the art library media center provides students with access to modern technology. Our school has access to the internet, with wireless connections accessible in all classrooms. Our high school will continue an occupational sequence in which students have an opportunity to take a number of courses including computer art, layout, and design, video production, and web design. Additionally, technology and other forms of multi-media are evident from 6th to 12th grade. Teachers use SMART boards, overhead projectors, audiovisual aids, large charts, hands-on materials, and manipulatives throughout the day.

Our music program allows students to perform annually through the New York State Music Association (NYSMA). In addition, our students participate in the Music in the Park festivals. This is an annual music competition. The dance department received a grant from Parents as Art Partners, allowing students to participate and experience African dance and Culture.

The Brooklyn Studio School allows students to experience a wide range of extra curricula activities which include both for Middle School and High School: the Dance Club, Drama Club, school newspaper, student government, and art. The high school is part of the PSAL sports teams which include boys: baseball, basketball, handball and soccer, girls: basketball, and softball, co-ed: bowling and handball. Leadership and academic clubs included I the high school are Arista, Literary Magazine, yearbook, video yearbook, chorus, concert band, Jazz band, cheerleading, step team,

chess, and Gay and Lesbian Social Alliance. The middle school is part of the C.H.A.M.P.S. sports program. Activities include: cheerleading, basketball, floor hockey, track, tennis, soccer and volleyball. Non-for-profit activities include: American Hero Walk, March of Dimes, Pennies for Leukemia, Penny Harvest and City Harvest.

Community Based Organizations include the Gilda Lehrman Institute, Maimonides Hospital and Brooklyn District Attorney's Office. Community partnerships include Federation of Italian American Organization (FIAO), Regina Pacis, Brooklyn College, Kingsborough Community College, Big Brother/Big Sister organization, Cross-Aged tutoring, and Community Board 11.

As a Title I school, our school, in accordance with statutory requirements asserts its commitment to full and meaningful parent involvement for the success of our Title I School Wide Program. Our school involves parents in regular and meaningful dialogue concerning student academic achievement and school program activities in a variety of forums, discussed in our school's School Parent Involvement Policy. Our school will facilitate parent participation by scheduling multiple dates and times for meetings, discussions and activities. Our school will utilize a variety of media and technologies to facilitate parental understanding of the program. Our school will encourage and support parents in their roles as full partners in the education of our students. A jointly developed School/Parent Compact will define the shared responsibility roles of parents, teachers, and students in supporting high school achievement and open lines of communication.

The new allocation of Title funds has enabled Brooklyn Studio School to continue to provide AIS during the school day to all students, as well as after-school and Saturday school tutoring. The approved vote to be a school wide program gives us an opportunity to support the entire school community. Funds are being allocated for supplies and materials to assist the support of parent involvement. After brainstorming with parent, it has been agreed that we would be purchasing a multi-functional printer for parent use. Remaining funds will be utilized to form parent workshops, purchasing promotional materials and various supplies as decided by parents and the Title I coordinator during meetings. These Title I funds have enabled the parents to become an active part of their children's education community which in turn will encourage student's to continue to become successful.

The school provides parents with a Resource Center, Parent Coordinator and Technology Workshops, as well as ongoing communication in helping their children succeed. PTA fund-raising activities support extra-curricular activities. Parents are also an active part of our Leadership Team.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:				
District:		DBN #:		School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> 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 type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				Poverty Rate: % of Enrollment					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				Students in Temporary Housing: Total Number					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				Recent Immigrants: Total Number					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				Suspensions: (OSYD Reporting) – Total Number					
Total				(As of June 30)	2007-08	2008-09	2009-10		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes				Principal Suspensions					
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions					
Number all others									
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number				
(As of October 31)				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals				
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino				Percent Masters Degree or higher				
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
White								
Multi-racial								
Male								
Female								

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

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

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

The Brooklyn Studio Secondary School's 2009-2010 Quality Review depicts our school environment as a positive nurturing learning environment for our students. As an overview it states our school does well in the following areas:

- **The principal is a highly effective leader with a clear vision for the school's development. The principal's strategic manipulation of resources enables the school to continue offering supports despite budget cuts.**
- **Data is collected from various sources, such as, ARIS, School Report Card, Progress Reports, Quality Review, Quality Review Self-Assessment documents and periodic assessments, and is used extremely well to guide the academic and personal progress of all students. The school is getting stronger at using analysis of data to move student achievement forward.**
- **The school is inclusive in providing all students with equal opportunities to progress.**
- **Support for Special Education students is exemplary**
- **The school's curriculum is innovative and has many strengths**
- **The collaborative work of staff in planning and assessment is central to good teaching and the continuing improvement in examination results demonstrates the schools' strong emphasis on achievement.**
- **Professional development is ongoing throughout the school and happens in a wide variety of formats including one on one coaching, pared teachers, teacher teams and whole school meetings.**

Although our school was rated proficient, The Brooklyn Studio Secondary School needs to address the following areas:

- **We need to work on benchmarks to measure progress.**
- **Teachers need to be able to identify relevant subgroup and set specific goals for those subgroups to ensure that their progress can be tracked.**

According to our 2009-2010 Progress Reports, our middle school received an A, with an overall score of 85.4, a significant increase of 10.1 from the 2007-08 school year. This places our Junior High School in the 66 percentile. Our high school received a B with an overall score of 64.8, an increase of 1.1 points for the 2007 - 08 school year. Our middle and high school performance and progress shows growth in ELA and Math proficiency.

Academically, our schools greatest accomplishments shine through our Progress Reports throughout our middle and high school; we have made gains within ELA and Math. Within our student sub-groups our school received exemplary proficiency gains for ELL and Special Education students, as well as Hispanic, black and other students in the lowest 3rd citywide. Passing rate for the Regents show gains within the weighted Regents Pass Rate in English, Math and Science and gains with our schools lowest 3rd within all regent areas.

We are proud of our increased expertise in looking at and evaluating data, community partnerships, and honor classes offered. Our school has addressed the needs of our physical education program. Due to the lack of physical space, we did not have an effective physical education program. Over the last couple of years, we have been able to address this problem by utilizing the school yard and adding a bowling gym class to alleviate the overcrowded gym. We have found that these added physical education classes has improved our physical education program dramatically.

As far as aids and barriers we feel that the continued improvement of our middle school students will assist our high school in reaching higher expectations. Philosophically our school has a belief in inclusionary instruction and we are hesitant to segregate population on either end of the spectrum. Based on that, one of the barriers is the lack of highly rigorous classes to attract higher performing students to our school.

The Brooklyn Studio School educates a high percentage of students with disabilities, students who are English Language Learners and students who receive AIS services. Our school goals were written to address the needs of all students to improve ELA and Mathematics scores, as well as improve attendance and increase graduation rate. We believe that there is a direct correlation between attendance rate and overall student performance.

Our greatest accomplishment over the past few years has been due to our increase and usage of Smart Board technology. Almost every classroom has a mounted Smart Board, as well as the usage of projectors and laptop computers. Teachers have created student/parent/teacher websites for communication to be on-going between school and home.

SECTION V: ANNUAL SCHOOL GOALS

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

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

1. **We will increase the median growth percentile of the lowest third of middle school students making at least one year or more progress as measured by the school's progress report 2% points from 67.5 to 69.0 we will accomplish this goal by offering extra and remedial instruction during extended day and Saturday school.**
2. **We will improve the attendance rate for grades 9-12 by 1% from the previous year ' total. The 2009-2010 school attendance rate was 85.1%. The projected rate for the 2010-2011 school year is 86.0%. Strategies include using TA, guidance, attendance coordinator.**
3. **The school's graduation rate for the 2007 cohort will increase by 2.0% from about 71.5% to about 73.0% (exact numbers will follow upon publication of the progress report). Strategies include: credit accumulation program, college advising and academic intervention services. Additionally targeted counseling will occur throughout the year for those at-risk for not graduating.**
4. **The school's 2009 accountability report indicated that we remain a school in good standing. Despite that we failed to reach AYP in secondary ELA, we will improve our ELA Regent results by moving our level 2 students to level 3-4 by 2% (from 71.0% - 72.42%). Strategies include AIS, PD for teachers, curriculum mapping, lesson study and create targeted curricula.**
5. **The 2009 cohort shows 19/32 (59.3%) special education students graduated with diplomas ranging from GED to Regents diplomas. In the 2010 cohort, 20/34 (58.9%) students with IEPs graduated with diplomas ranging from GED to advanced regents diplomas. The 2011 cohort of special education students will improve by 2% to 60.1% (17 of 28).**

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Monthly Teacher assessment/teacher made tests

Monthly portfolio assessment

Weekly review of attendance, weekly portfolio review, report card review (six times per year),

Interim/formative assessments (acuity) four times per year, NYS exams (May).

Results of formative assessment are accomplished through collaborative discussion through grade level meetings. Projective gains – it is our expectation that we will make satisfactory yearly progress. Student progress report grade on the PR will increase by 2% from 69.0% to 72.5%.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Attendance rate

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>We will improve the attendance rate for grades 9-12 by 1% from the previous year total. The 2009-2010 school attendance rate was 85.1%. The projected rate for the 2010-2011 school year is 86.0%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>We will accomplish this goal by establishing a comprehensive TA program for all grades, as well as developing “A Road to Success Program” for incoming 9th graders to improve academic and social success by providing support for students during the instructional day. We will conducting formative assessment using Acuity to form instruction, formation of monthly grade level meetings including guidance and instruction, individual and group counseling, guidance referrals and outreach, professional development on grading policy, attendance reversals, phone outreach by attendance coordinator, review of new ATS job (RPCA) generating early detection phone calls to students with minimal (5 -7) absences, and the establishment of school website bulletin board. Student incentives are being purchased from AIDP funds to reward/award students with perfect attendance/improved attendance. In addition, the instruction strategy of curriculum mapping will be utilized in all grades. Programming will be revisited and we will assemble larger number of students into identified CTT classes with greater emphasis on differentiated instruction. Instructional support will be provided in all classes, including additional instruction and Saturday school (9-11:30) pending budget, and after-school three days a week (2:20-3:10). Data inquiry work will be done to identify areas of possible instructional restructuring and by so doing improve class attendance.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Attendance outreach teacher (\$98,748) to make home visits 1 school aide is going to be funded with AIDP funds as soon as those funds are allocated to provide daily attendance reports (\$44,364).</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Progress will be monitored by review of daily attendance records, assessment of report cards (6 semesters), review of monthly PAR, conferences every 6 weeks with low performing and low attending students.</p> <p>Projected gains - The attendance rate for grades 9th and 10th will improve by 1% by June, compared to the overall school attendance rate from the previous year as indicated by the schools' periodic attendance report for current and previous years.</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Review of report cards 6 times per year, calculate credits three times per year for determination of promotional status, meeting all graduation requirements for regents or advance diploma, acceptance into different colleges/universities, and awarded scholarships.

Projected gains - The schools graduation rate for the 2007 cohort will increase by 2.0% from 73.0 % (the 2007 cohort) to 75.0%.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Secondary-level ELA meeting AYP

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The school's 09 accountability report indicated that we remain a school in good standing. Despite that we failed to reach AYP in secondary ELA, we will improve our ELA Regent results by moving our level 2 students to level 3-4 by 2% (from 71.0% - 72.42%), for the 2007 cohort. Strategies include AIS, PD for teachers, curriculum mapping, lesson study and create targeted curricula.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Utilize in house PD resources to provide literacy and content enhancement Provide professional development in the area of Curriculum Mapping Provide professional development in the area of Lesson Study Provide collaborative opportunities between ELA and instructional support staff to enhance writing and reading comprehension skills. Curriculum mapping will be utilized in all grades. Instructional support staff will be provided in all classes. Including additional instruction in Saturday school (9-11:30)pending budget and after school 3 day a week (2:20-3:10). In addition, data inquiry work will be done to identify areas of possible instructional restructuring. Responsible Staff: Principal, AP of English, English teachers, instructional support staff Timeline: September 2010-June 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities</p>	<p>25% of teacher salary allocated to ELA coach 30 hours ELA test prep is paid from AUSSIE Title I funds</p>

<p><i>described in this action plan.</i></p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Agenda and Sign-in sheets from PD sessions, School schedule indicating weekly common preps, copy of CAP program outline and schedule, CAP class lists, planning meeting with guidance Report Cards 6 times a year, regent results Projected Gains: We will improve the outcome of passing the English Regent by moving level 2 students to level 3-4 by 2%, from 71.0% to 72.42% based on the previous year results.</p>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Graduation rate for special education students

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>The 2009 cohort shows 19/32 (59.3%) special education students graduated with diplomas ranging from GED to Regents diplomas. In the 2010 cohort, 20/34 (58.9%) students with IEPs graduated with diplomas ranging from GED to advanced regents diplomas. The 2011 cohort of special education students will improve by 2% to 60.1% (17 of 28).</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>We will accomplish this goal by assisting students academically in the transition from one grade level to the next. Instructional support, including guidance, will provide individual and group counseling, college advising and academic intervention services. As students move from semester to semester, the guidance department, and instructional support staff will monitor the students' progress in the number of acquired credits, as well as developing "A Road to Success Program" for incoming 9th graders to improve academic and social success by providing support for students during the instructional day. Communication between school and home will be ongoing and documented. We will establish an ARIS cohort graduation file. This will be used to track progress toward graduation as well as adjust CAP programming and tutoring to help, ensure timely graduation. In addition, we will be implementing weekly PD for all licensed special education teachers on collaborative techniques and/or differentiated instruction. These activities will be ongoing from September 2010 through June 2011. Responsible staff includes school principal, AP of Special Education, guidance counselors, general education teachers, instructional support staff, attendance teacher</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>PM school credit accumulation program. (4 cycle cost @ \$14,000.00)</p> <p>Extended Day tutoring – No discretionary cost – part of the teacher contractual time.</p> <p>Implementing weekly PD for all licensed Special Education teachers on collaborative techniques and/or differentiated instruction.</p> <p>Each of the funded special education teachers will be devoting .071 of their time (150 over 2050) devoted directly toward reaching this goal. If more fair student funding becomes available, it is our hope that we would be able to provide some daytime comp time to further assist in this matter.</p> <p>The per session hours set up for PM school credit accumulation, will be used proportionately to provide credit accumulation for IEP students, moving them closer to graduation.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Agenda and sign-in sheets from PD sessions. School schedule indicating weekly common preps, copy of CAP program outline and schedule, CAP class lists, planning meeting with guidance.</p> <p>Report Cards 6 times a year, regent results</p> <p>Projected gains: The 2011 cohort of special education students will improve by 3% to 60.6% (17 of 28).</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	46	46	46	46	0	0	0	2
7	45	45	45	45	2	0	0	3
8	38	38	38	38	0	0	0	1
9	57	57	57	57	3	0	0	4
10	45	45	45	45	2	0	0	2
11	21	21	21	21	0	0	0	2
12	15	15	15	15	1	0	0	0

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	During the school day, lower levels (1&2) receive intensive Ramp-Up instruction in a double- period CTT setting. After-school and Saturday school will be aligned with the regular school day utilizing the following educational programs and strategies: Wilson, Reading Rewards, Learning Directions, Study Island, SRA and QAR. The teacher advisory program will be in effect for all grades. These programs will develop and improve reading, vocabulary and comprehension skills.
Mathematics:	During the school day, the use of content enhancement, manipulatives, foldables, large charts, overhead projectors and hands- on activities are utilized in all math classes. After-school and Saturday school will be aligned with the regular school day, as well as the NYS standards, utilizing the following educational programs and strategies: Study Island, Brain Pop, Impact Math, NYS coach books, the use of audiovisuals and manipulatives, portfolio assessment. The teacher advisory program will be in effect for 9 th graders. These programs will develop and improve computation and problem solving skills.
Science:	During the school day, we offer Active physics and Marine Biology that is taught to level I and level II high school students. Middle School Saturday tutoring will take place prior to the 8 th grade state science exam. The use of content enhancement, large charts, hands-on activities, overhead projectors, smart boards, audiovisual technology and manipulatives will be ongoing during the school day in all science classes.
Social Studies:	Saturday tutoring will take place prior to the 8 th grade state social studies exam and High School Regents exams. During the school day, the high school also offers the following courses: Global Skills (9 th grade), and Global Technology (10 th grade) to level I and level II students. The use of content enhancement, large charts, overhead projectors, smart boards, audiovisual technology, dramatizations, demonstrations, hands-on activities will be ongoing during the school day in all social studies classes.
At-risk Services Provided by the Guidance Counselor:	Small group counseling sessions, one-to-one tutoring An AIS program has been introduced to our 9 th graders to become acclimated to high school. It is called Road to a High School Diploma: Learning Academic Skills and Building Character to Succeed in High School. The objective of the program is to improve academic and social success by providing support to incoming 9 th grade students as they face one of the most challenging chapters of their life.
At-risk Services Provided by the School Psychologist:	Small group counseling sessions, one-to-one tutoring
At-risk Services Provided by the Social Worker:	One-to-one counseling sessions

At-risk Health-related Services:

One-to-one counseling sessions

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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

Section III. Title III Budget

School: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:		\$739,107	
2. Enter the anticipated 1% set-aside for Parent Involvement:		\$7391	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: ____90%____
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

As a school with Title I funding, we have set aside the required 5% for the purpose of making teachers that aren't highly qualified (BEDS), become highly qualified. All indicated staff members were invited to participate in a program that will lead to alternative certification(s). At the present time, five teachers have agreed to participate and we await guidance from our ISC as to how the details will play out. Please note – three teachers who were eligible chose not to participate.

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

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Title I School Parent Involvement Policy

Brooklyn Studio School, in accordance with statutory requirements, asserts the following policies in its commitment to full and meaningful parent involvement for the success of our Title I School Wide Program:

1. The school will involve parents in regular and meaningful dialogue concerning student academic achievement and school program activities in a variety of forums including: PTA meetings, School Leadership Team meetings, surveys, P.A.S.S. review, small group discussions, committees, individual interviews, telephone conversations, email and other written communication.
2. The school will facilitate parent participation by scheduling multiple dates and times for meetings, discussions, activities and events at those days and hours deemed most accommodating to parents.
3. The school will utilize a variety of media and technologies to facilitate parental

understanding of the program and its services and to maximize access to staff as well as personal development, assessment, feedback and planning opportunities. This will include a parent handbook, school website, mailings, monthly newsletter, parent resource center, bulletin boards, phone calls, automated calls, email and personal contact.

4. The school will encourage, develop and support parents in their roles as full partners in the education of our students with a range of workshops, seminars and resources, including content for the development of a strong decision-making and advisory capacity.
5. A jointly developed School/Parent Compact will define the shared responsibility roles of parents, teachers and students in supporting high student achievement and open lines of communication.
6. All program activities and procedures will be planned and implemented after meaningful parent consultation and input.
7. The school will provide parents with a full range of assessment opportunities and tools to maximize informed participation.
8. The school will designate contact persons for its Title I Program (Mr. Nicholas Como, AP English, and Ellen Alperin, Title I/SLT liaison) who will be responsible for responding to all parental concerns in regard to the use of Title I funds. The school parents will include the comments and criticisms of dissatisfied parents when submitting program-planning documents.
9. Through formal and informal survey, PTA feedback and School Leadership Team discussions, parents will be consulted in budgeting all Title I parent-involvement specific reserved funds to maximize their actual impact on parent involvement.
10. The school will assist and support parents in discovering opportunities for parent involvement on a community, District, City Wide, State or Federal level.
11. The school will enlist community based resources to facilitate the goals of parent involvement.
12. The school will actively support parents with disabilities by providing the auxiliary aids and services of their choosing in order to facilitate their participation in program planning, assessment and implementation activities.
13. The school will provide parents with Limited English proficiency with a mix of written

(where practicable) and oral translation services to facilitate their participation in all program planning, assessment and implementation activities.

14. These principals of parental involvement will inform every aspect of the school’s Comprehensive Education Plan.

15. The school will convene an annual meeting to give parents information concerning Program activities and services; inform them of their right to be involved and discuss opportunities for and barriers to school level parent involvement.

SIGNATURES

	Print Name	Signature	Date
School Principal	Martin Fiasconaro		10/29/10
PTA President	Larry Fisk		10/29/10
SLT Co-Chairs	Ellen Alperin		10/29/10
	Jeannine Turnbull		10/29/10
Parent(s)	Wanda Negron		10/28/10
	Maria DiGraziano		10/29/10
	Margaret DiCara-Gomez		10/29/10
Student (if applicable)	Melissa Stein		10/29/10
	Sommer Sanfilippo		10/29/10

SCHOOL-PARENT COMPACT

Brooklyn Studio School and the parent or guardians of the students participating in activities, services, and programs funded by Title I, agree that this Compact outlines how we will share that responsibility for improving student academic achievement. The administration, faculty staff, parents and students also agree that this Compact outlines the means by which we will build and develop a partnership that will help children achieve the State’s high standards.

This School-Parent Compact is in effect during school year 2010-2011.

School Responsibilities

Brooklyn Studio School will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables our students to meet the State’s student academic achievement standards.
- Hold parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held:

October 28 & 29, 2010
Spring – March 17 & 18, 2011

- Initiate personal phone calls and letters concerning attendance, distribute report cards six times during the school year and use Phone master (automated calls), and Academic Alerts to notify parents and guardians of school events and student’s progress.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Available at Parent Teacher Conferences.
 - As requested through communications with the Assistant Principals of Supervision.
 - Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.
 - At the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

Parent Responsibilities

We, as parents, will support our children’s learning in the following ways:

- Support my child’s learning while making education a priority in our home by:
 - » making sure my child is on time and prepared everyday for school;
 - » monitoring attendance;
 - » talking with my child about his/her school activities everyday;
 - » scheduling daily homework time;
 - » providing an environment conducive for study;
 - » making sure that homework is completed;

- Participate, as appropriate, in decisions relating to my children’s education;
- Promote positive use of my child’s extracurricular and free time;
- Stay informed about my child’s education and communicate with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;
- Provide my child with a library card;
- Communicate positive values and character traits, such as respect, hard work and responsibility;
- Respect the cultural differences of others;
- Help my child accept consequences for negative behavior;
- Be aware of the rules and regulations of Brooklyn Studio School and the New York City Department of Education;
- Support the school discipline policy;
- Express high expectations and offer praise and encouragement or achievement;
- Support parent participation in Title I funded Programs;
- Make every effort to attend monthly PTA meetings.

STUDENT RESPONSIBILITIES

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- Come to school ready to do our best and be the best;
- Come to school with all the necessary tools of learning-pens, pencils, books, etc.
- Listen and follow directions;
- Participate in class discussions and activities;
- Be honest and respect the rights of others;
- Follow the school’s and individual class rules of conduct;
- Follow the school’s dress code;
- Do our homework every day and ask for help when we need to;
- Study for test and assignments;
- Read at least 30 minutes every day outside of school time;
- Get adequate rest every night;
- Use the library to get information and to find books that we enjoy reading;
- Give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.

SIGNATURES

	Print Name	Signature	Date
School Principal	Martin Fiasconaro		10/29/10
PTA President	Larry Fisk		10/29/10
SLT Co-Chairs	Ellen Alperin		10/29/10
	Jeannine Turnbull		10/29/10
Parent(s)	Wanda Negron		10/28/10
	Maria DiGraziano		10/29/10
	Margaret DiCara-Gomez		10/29/10
Student (if applicable)	Melissa Stein		10/29/10
	Sommer Sanfilippo		10/29/10

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
 Review of the most recent progress reports (both middle and high schools), environmental survey and other school driven data that took place and is on-going as part of our needs assessment. A detailed summary of our needs assessment can be found in Section IV of the main body of the CEP.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

In addition to the above stated opportunities our school is designed as a collaborative instructional setting. All teachers have a common PD/Prep period. Teachers have been trained in Content Enhancement (university of Kansas) and Ramp Up to advanced Literacy Program (University of Pittsburgh) (America Choice). Please refer to Section III of the CEP for a further description.

The high percentage of students with disabilities necessitates a strong partnership with VESID and Transition as an integral part of a students overall instructional program. The school employs a Transition Linkage Coordinator (TLC) and we plan a Career and Technical Education Job Fair in the spring. In addition, the school offers a Career and Technical program in multimedia.

As an overall school wide counseling and connection initiative, the school has a Teacher Advisory program that includes a structured instructional period each week. The period exists on Monday mornings for 15 minutes between periods 1 and 2. Our COSA coordinates the activity and it is supplemented by regular grade level meetings that bring together teachers by grades (even in the High School) to discuss student performance, trends and other important data.

3. Instruction by highly qualified staff.

To the largest extent possible, teachers are assigned to classes within their content/license skilled areas. In addition, our commitment to high quality collaborative and inclusionary instruction moves us toward high content area expectations for our special needs teachers and specialized technique skills for our content area teachers. This results in a raising of expectations for both partners in a collaborative team.

As a school with Title I funding, we have set aside the required 5% for the purpose of making teachers that aren't highly qualified (BEDS), become highly qualified. All indicated staff members were invited to participate in a program that will lead to alternative certification(s). At the present time, five teachers have agreed to participate and we await guidance from our ISC as to how the details will play out. Please note – three teachers who were eligible chose not to participate.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Our school's focus on professional development as a function of collaborative planning time is reflected in our weekly schedule. We maintain a state approved variance to the regular school week to have a common planning period. This time allows for departmental planning, grade level teaming, targeted PD provided by trained staff for our school wide initiatives in Literacy Infusion, Content Enhancement and training in the use of Smartboards for increased visualization. In addition, there has been proliferation of the use of the internet to further enhance visualization and organization. We use in-house expertise whenever possible and utilize commercially available training when funds allow.

As a school, we are committed to producing authentic assessment and using said assessment to better inform instruction. Thus, we work with our CLSO personnel and technology such as Achieve 3000, Brain Pop, and EDUWARE Test Wizard to assist students in their efforts to achieve the State's Academic Standards in Math and ELA in the middle school and all Regents' areas in the high school. These efforts take place as part of the regular school day regimen and in Saturday test and Regents' prep in the high school.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Non-applicable

6. Strategies to increase parental involvement through means such as family literacy services.

Our parent coordinator will plan and hold two literacy experiences for our school community. The first event will achieve the goal of understanding data collected from formal and informal assessments. The information gleaned about a student skills set will be analyzed, interpreted, and utilized together with select members of the Brooklyn Studio Secondary School educational staff. The main objective will be to empower instruction and improve student outcomes. Another event will highlight the upcoming ELA test for grades 6, 7, and 8. Test taking strategies will be discussed along with tips for parental help. This year's progress will culminate with a transitional literacy event, The Career and Tech Fair, which will involve our school community.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Non-applicable

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

As mentioned in item 5 above, the use of predictive assessments such as Acuity will play a key role in informing specific instruction. We will take steps during this school year to create our own Acuity assessment for middle school and grade 9 and 10th math assessments. All involved staff will have input. We work as a school to align assessment to state standards through the use of "Test Wizard" and we are involved in PD which further aligns instruction to the other two areas.

Decisions regarding assessment and instruction are productive outcomes of our collaborative planning culture. The staff has a weekly common prep in addition to a daily 30 minute administrative opportunity to collaborate. These sessions include discussion of assessment, future planning and instructional strategies that grow from collaboration.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Our school takes many steps to ensure students experiencing difficulty opportunities to master proficient or advanced levels of academic standards. Students attend mandated after-school tutoring, and Saturday tutoring, and teacher advisory programs. After-school tutoring takes place Tuesday through Thursday from 2:20-3:10. Low achieving students are placed into ELA and mathematics classes to ensure opportunity to allow students to achieve successfully. Students who are not mandated are welcome to join the classes. Staff is placed in classrooms with a 2:20 teacher-student ratio, teaching the students as in the regular school day. Attendance is taken and report cards reflect a pass/fail grade. Saturday tutoring is offered to students in grades 6 – 8 in math and ELA, to reinforce skills necessary to take the state mandated exams given in March/April 2011. Saturday tutoring is also offered to students in our high school preparing for regents exams. Tutoring takes place from 9:00 am to 11:30 am with a 2:20 teacher-student ratio. Attendance is taken on a regular basis. Our teacher-advisory program is on-going and provides additional support and assistance to students. See section III, school narrative, for a TA description.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Our position as a Title I program has taken on the status of school-wide program. As such, our focus on inclusion and collaboration provides all students with the advantages we offer for students that have mandated learning needs. We are proud of the quality of our administrators and coaches. PD and crisis counseling occur regularly through both formal and informal observations.

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

Explanation/Background:

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal			√			
Title I, Part A (ARRA)	Federal	√			\$739,107		
Title II, Part A	Federal			√			
Title III, Part A	Federal				Not allocated yet		
Title IV	Federal						
IDEA	Federal	√			\$146,533 para		
Tax Levy	Local	√			\$4,203,320	Just FSF	

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

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

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

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

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

There are no students that are residing in temporary housing in our school at this time.

2. Please describe the services you are planning to provide to the STH population.

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Brooklyn Studio Secondary School					
District:	21	DBN:	21K690	School		332100011690

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		93.0/82.5	94.9/	94.0 /
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		94.7	96.8	96.7
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	73	76	71	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	81	77	82		49.2	65.2	65.2
Grade 8	70	81	83				
Grade 9	211	198	204	Students in Temporary Housing - Total Number:			
Grade 10	184	183	178	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	105	137	127		0	3	3
Grade 12	111	112	137				
Ungraded	7	11	13	Recent Immigrants - Total Number:			
Total	842	875	895	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					10	13	4

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	112	135	100
# in Collaborative Team Teaching (CTT) Classes	120	110	128	Superintendent Suspensions	9	10	11
Number all others	59	54	48				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	231	176
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	55	56	58
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	26	26	16
# receiving ESL services only	46	48	TBD				
# ELLs with IEPs	6	17	TBD	Number of Educational Paraprofessionals	3	3	12

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	24	15	55	% fully licensed & permanently assigned to this school	100.0	100.0	98.4
				% more than 2 years teaching in this school	87.3	85.7	91.4
				% more than 5 years teaching anywhere	61.8	67.9	82.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	95.0	93.0	93.1
American Indian or Alaska Native	0.1	0.0	0.0	% core classes taught by "highly qualified" teachers	85.8	86.7	89.7
Black or African American	11.6	10.1	8.5				
Hispanic or Latino	19.7	20.1	22.5				
Asian or Native Hawaiian/Other Pacific	11.0	11.2	10.4				
White	57.5	58.1	58.5				
Male	48.1	45.9	49.2				
Female	51.9	54.1	50.8				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA: X
Math:	v	Math: v
Science:	v	Graduation Rate: v

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v	X	v	v	62
Ethnicity							

American Indian or Alaska Native							
Black or African American	v	v	-	-	-	-	
Hispanic or Latino	v	v	-	-	-	-	
Asian or Native Hawaiian/Other Pacific Islander	v	v	-	-	-	-	
White	v	v	-	v	v		
Multiracial							
Students with Disabilities	-	-	-	-	-	-	
Limited English Proficient	-	-	-	-	-	-	
Economically Disadvantaged	v	v		X	v		
Student groups making	6	6	1	1	3	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A / A	Overall Evaluation:					NR
Overall Score:	70.2 /	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	6.7 / 8.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	16.3 / 17	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	39.2 /						
<i>(Comprises 60% of the</i>							
Additional Credit:	8 / 10.5						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster type here	District 21	School Number 690	School Name Brooklyn Studio
Principal Martin C. Fiasconaro		Assistant Principal N.Como,A. Fezzuoglio,C.Mcnulty	
Coach L. Morrissey-English		Coach Linda Fields-Math	
Teacher/Subject Area V. Mannino-ESL Coordinator		Guidance Counselor Julie Fishkin	
Teacher/Subject Area J.Turnbull-SLT Chairperson		Parent L.Fisk-PTA President	
Teacher/Subject Area E.Alperin-SLT Chairperson		Parent Coordinator L.Schwartz	
Related Service Provider C. Dimaggio		Other	
Network Leader Roz German		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	6
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	922	Total Number of ELLs	56	ELLs as Share of Total Student Population (%)	6.07%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. The Brooklyn Studio School follows the multi step process to ensure the identification, the appropriate placement and educational services for every child. At enrollment, a pedagogue, the licensed ESL teacher, Ms. Mannino conducts the initial screening and administers the Home Language Identification Survey (HLIS) to determine LAB-R eligibility. If the child is identified as an eligible candidate for Bilingual instructional services, an informal student interview in native language and in English is conducted. If the child's home language is English or the student's only language is English, then he/she is determined not an ELL and thus enters general education program. If the child speaks language other than English and speaks little or no English, then the Language Battery Assessment (LAB-R) is given to identify the child as an English Language Learner or English Proficient. The test is hand scored at school to determine the proficiency level of the child for programming, which will be verified later on ATS to avoid errors once the test is processed at the assessment office. If the child scores below proficiency, he/she is an ELL (and Spanish LAB will be administered to Spanish-speaking ELL). All interviews with the child and the parents are conducted in English and/or in the child's native language. If there is no one speaks the child's native language, the school contacts the translation unit at the Department of Education to get the services needed for the child and the family. Once it is determined that the child is an ELL, an entitlement letter is provided, in English and in the child's native language to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days. In Spring, the New York State English as a Second Language Test (NYSESLAT) is administered to all ESL students at the school and those who score below proficiency remain in the ESL program and continue to receive services and those who score at or above proficiency are no longer Ls and can enter general education program, but they continue to get support in the general education classes, and are eligible for test accommodations for two more years after leaving the ESL program.

2. In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELL (Transitional Bilingual, Dual Language and Freestanding ESL) and they also view a parent information CD where program placement options are presented, in nine languages, with clarity and objectivity. Parent brochures are disseminated in their native language to enrich the understanding of each available program. Freestanding ESL is the only program available at the Brooklyn Studio, and if parents want to choose Transitional Bilingual or Dual Language program, our guidance counselor, Ms. Fishkin assists with the information about schools that have the type of programs the parents want for their child. If parents do not select a program within ten days, the child is placed in a transitional bilingual program by default if it is available, or an ESL class, which is the case at the Brooklyn Studio School. The HLIS and Parental choice form are kept in a child's accumulative folder. Parents are informed. An outreach is then made by our guidance counselor by mail and/or by phone calls in both English and the native language of the parents', to explain this choice and she prepares them for their new school if requested. Every child is placed within the 10 school days of enrollment.

3. ESL entitlement letter is printed out in the native language of the parents from the DOE website and given to the parents in person and/or by mail. Each child is also given the Program Selection form to take home and is asked to return the signed form within one week to the ESL teacher. The ESL teacher follows up with the collection of the collection of the form, but if the form is not returned, the default program is Transitional Bilingual Education, and at the Brooklyn Studio School, the child is placed in the freestanding ESL program.

4. ELLs are placed in the freestanding ESL classes according to the level of proficiency a child demonstrates in the LAB-R and/or NYSESLAT. The placement procedures are explained to parents at the enrollment time and during the orientation, when parents are shown the parent information CD, which explains the three programs in nine different languages. If needed, the translation unit at DOE is asked to provide translations for the parents in their native language.

5. The trend in program choice that parents have requested has been ESL for the past two years.

6. Currently the program model of freestanding ESL is in alignment with the parents requests, evidenced by the fact that they have all chosen the ESL program model Brooklyn Studio offers.

Part III: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained							6	13	9	14	12	3	0	57
Push-In							14	20	12	0	0	0	0	46
Total	0	0	0	0	0	0	20	33	21	14	12	3	0	103

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	56	Newcomers (ELLs receiving service 0-3 years)	10	Special Education	14
SIFE		ELLs receiving service 4-6 years	21	Long-Term (completed 6 years)	25

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	10		2	21		5	25		7		56
Total	10	0	2	21	0	5	25	0	7		56

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

C. Home Language Breakdown and ELL Programs

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

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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							1	1	0	0	2	0	0	4
Chinese							0	2	3	1	0	0	0	6
Russian							2	3	1	2	0	0	0	8
Bengali							0	1	0	0	0	0	0	1
Urdu							1	1	1	0	4	0	0	7
Arabic							2	4	3	1	0	0	0	10
Haitian							0	0	0	0	0	0	0	0
French							0	0	0	0	0	0	0	0
Korean							0	0	0	0	0	0	0	0
Punjabi							0	0	0	0	0	0	0	0
Polish							0	0	0	0	0	0	0	0
Albanian							1	1	1	1	1	1	0	6
Other							2	2	0	6	2	2	0	14
TOTAL	0	0	0	0	0	0	9	15	9	11	9	3	0	56

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. Brooklyn Studio provides a Freestanding English as a Second Language (ESL) program and the ESL instruction is delivered by Ms. Mannino and Ms. Davi.

- a. The organizational model at Brooklyn Studio is Self-Contained and Push-in .
- b. In the Self-Contained, ELLs are grouped heterogeneously and they are taught by the licensed ESL teacher.

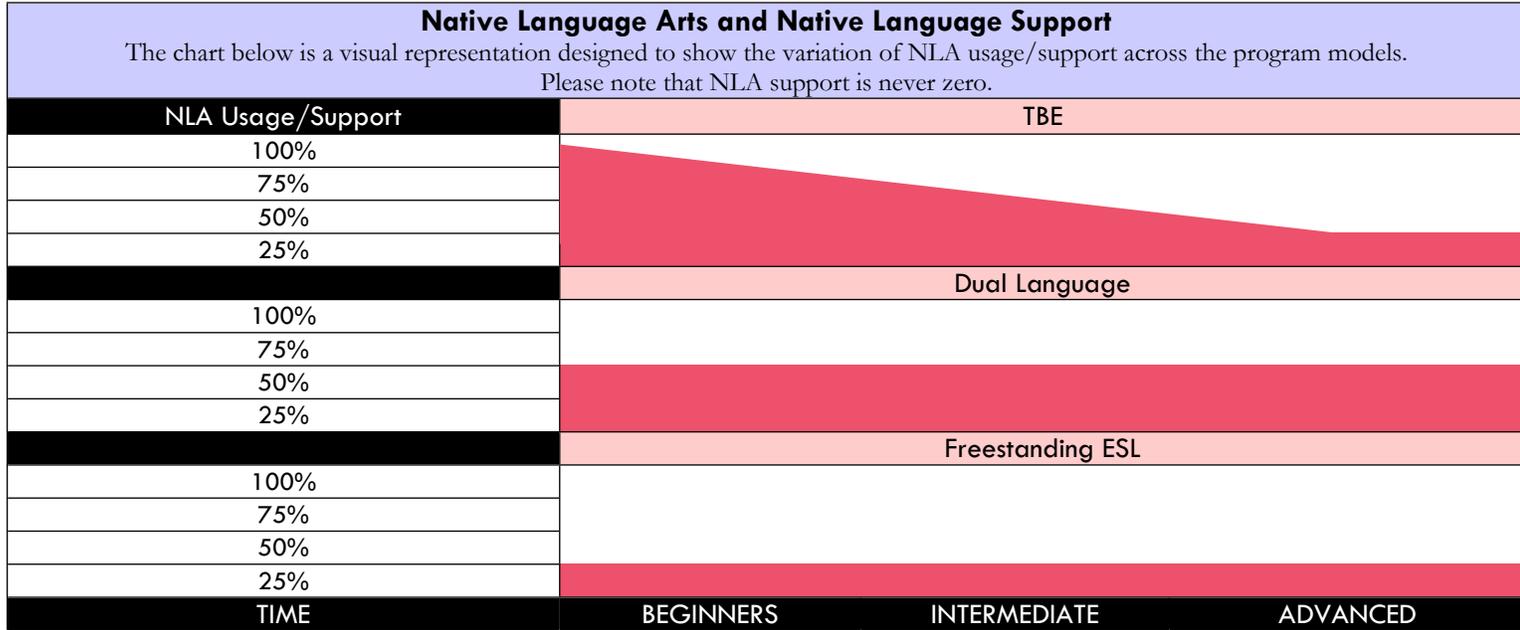
- c. Push-in support is given in the middle-school during English Language Arts and content area subjects.
2. Currently, Brooklyn Studio is a 6-12 school. There are 9 6th graders, 14 7th graders, 9 8th graders, 11 9th graders 9 10th graders, and 3 11th graders. Of the 55 ELLs at the school, 14 are beginning level Ls, 21 are intermediate level Ls, and 20 are advanced level Ls. Under CR Part 154, the beginning level Ls receive 540 minutes of ESL instruction per week, and they have two periods of ESL daily from Monday to Friday; the intermediate level Ls receive 360 minutes of ESL instruction per week, and they have two periods of ESL daily from Monday to Friday, and the advanced level Ls receive 180 minutes of ESL instruction per week, and they have one period of ESL daily from Monday to Friday. In addition, the advanced level Ls receive 180 minutes of NLA instruction per week. All ELLs have a regular schedule for ESL classes and for content area classes.
- a. Depending on their proficiency level, all the ELLs receive from 180 minutes to 360 minutes a week of self-contained ESL instruction.
3. In order to help the students progress, we utilize the following practices:
- Collaboration between ESL and content area teachers
 - Scaffolding teaching and learning for ELLs in the content area classrooms
 - Differentiating instruction for ELLs and providing extra support during work periods
 - Additional small group sessions for ELLs before all state assessments
 - Use of graphic organizers and visual aids
 - Focus on academic literacy and language
- Math, Science and Global Studies content area teachers meet regularly to discuss strategies for teaching ELLs. They monitor the students' learning and provide them with bilingual glossaries to help them access content. In addition, the buddy system in the content area classrooms enable the ELLs to exchange ideas and skills in both their native language and in English.
4. The ELL subgroups include SIFE students and newcomers who have been in US schools for less than three years, ELLs who have been receiving ESL services for 4 to 6 years, the Long-Term Ls and ELLs identified as having special needs.
- a. Plan for SIFE-- to provide academic intervention services as an extension of the regular school program; to design individualized student study plan and to provide native language support whenever feasible
- b. Plan for newcomers-- when a new student is registered at Brooklyn Studio, we provide the following resources to facilitate the transition:
- an informal student orientation
 - use the buddy system to help ease transition
 - small group instruction to teach "survival English" and content specific language
 - additional support to help them get ready for formal assessment
- c. Plan for ELLs receiving service 4 to 6 years:
- analyze the data from NYSESLAT, Acuity and ARIS to find the strengths and weaknesses of each student.
 - differentiate instruction to meet their needs for learning
 - intensive practice in reading and writing
- d. Plan for Long-term ELLs:
- Analyze their performance data to understand them and device strategies to help them
 - Provide them with the after school programs
 - Provide them with Achieve 3000 and other program to enrich their language and academic skills
- e. Plan for Special Needs Student :
- ensure the all teacher are familiar with the IEP mandates
 - know the students' special needs
 - collaboration between the ESL teacher and IEP contact person. Brooklyn Studio provides a Freestanding English as a Second Language (ESL) program and the ESL instruction is delivered by the teachers, the licsenced ESL teacher.

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

5. Information gathered from ongoing assessment of students in a variety of environments, conversations, and tangible assignments are used to plan professional development sessions. A collaborative effort between Social Studies, English, Science, and Mathematics instructors has resulted in curriculum and instruction specifically reflective of the respective themes and ideas studied in grade 6-12. In-house PD sessions focus on content enhancement techniques, portfolio development and assessment, generative word lists, and curriculum development with the mindset of being an ELL student. Additionally, teachers are given last period every Friday to collaborate about assessment-driven, student-driven instruction. ESL and subject area teachers are involved in a variety of staff development activities that ensure the successful implementation of instructional strategies.

6. Transitional support is given to our ELLs, during school, after school, and Saturday school. They are mandated to attend after school for two years after passing exams. Our esl teachers keep track on ARIS on how they are performing in their content areas and exams. Our ESL coordinator has informed every ELL or former ELL that Room 206 has been designated for tutoring, dictionaries, computers, and other ESL support.

7. Ms. Mannino will be trained in Acuity and Performance Series so that they can be implemented in the classroom.

8. At the current time, there aren't any programs that will be discontinued.

9. Supplementary Services provided are Saturday and after-school tutoring that meets the needs of our English Language Learners. All ELLs and former ELLs throughout our school population considered at risk, taking Regents, ELA, and/or Math state exams are recommended for attendance

10. Instructional materials that are used at Brooklyn Studio include the following: Bilingual dictionaries, english dictionaries, laptops, Achieve 3000, school supplies (given to each student, ex. flashcards, flashdrives, highlighters, rulers, calculators, notebooks etc), subject textbooks, and personal copies of current literature ELA pieces.

11. Brooklyn Studio supports native language in the ESL model by: providing translators when needed(ex. Parent teacher conference), buddy system, and use bilingual dictionaries.

12. Brooklyn Studio believes in instructing and providing mandated services in grouping of proficiency levels.

13. n/a

14. Italian and Spanish are offered at Brooklyn Studio from grades 7-12. Regents and LOTE exams in other languages are offered to our native speakers thus the language requirements for graduation are fulfilled.

C. Schools with Dual Language Programs

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

n/a

D. Professional Development and Support for School Staff

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

1. ESL and subject area teachers are involved in a variety of staff development activities that ensure the successful implementation of instructional strategies that enhance the education of ELLs. These activities include monthly department conferences and bulletins. Inter-visitiation of classes, demonstration lessons, observations, meeting with ELL Instructional Support Specialists, and school-based staff developers. Both Ms. Mannino and Ms. Davi

2. Ms. Mannino
3. Achieve 3000, Qtell training, and Periodic Assessment Training.

Every Friday from 1:25-2:20 this is our collaborative meeting times. Paste response to questions 1-4 here

E. Parental Involvement

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

1. A monthly PTA meeting is held at Brooklyn Studio. All parents are invited and encouraged to attend. All ELL parents receive letters in their native languages and English for these meetings.
2. Brooklyn Studio partners with FIAO, which is a community bases organization that provides free programs for families including English for a Second language for adults.
3. Our parent coordinator Lois Schwartz, is always present in the school and outreaches parents of our ELLs through translated materials, and or translating services (ex. over the phone translations)
4. Parents are constantly invited to our school activites, shows, and workshops that are help throughout the school year.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							1	3	2	4	5	0		15
Intermediate(I)							1	2	5	5	6	2		21
Advanced (A)							4	8	2	4	1	1		20
Total	0	0	0	0	0	0	6	13	9	13	12	3	0	56

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

	I							1	2	5	5	6	2	0
	A							4	6	2	3	1	1	0
	P							0	2	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	3	2			5
7	5	5	1	0	11
8	0	6	0	0	6
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	1		4				1		6
7	3		3		5		2		13
8	0		2		2		3		7
NYSAA Bilingual Spe Ed									0

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0		0	
Math <u>Algebra</u>	9		5	
Math <u>Geometry</u>	1		1	
Biology				
Chemistry				
Earth Science	9		1	
Living Environment	8		3	
Physics				
Global History and Geography	2		2	
US History and Government				
Foreign Language	2		2	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

1. One of the literacy programs used in our school is Achieve 3000. This administers a Level Set assesment, which gives us their lexile scores three times a year.
2. We feel that these exams reveal that most ELLs have difficulty in reading and writing.
3. These results help instructional planning in directly targeting their weak points and help teachers target those areas.
4. b. Although newly trained in reading ELL Periodic Assessments, our ESL teachers will use data provided from the results and turnkey those results to the School Leadership Team and other teachers.
c. Our school is learning that students are lacking vocabulary, readings, and writing skills. The Buddy system allows students to initially communicate in their native language with others and guide them when needed during newcomer process.
5. N/A
6. Brooklyn Studio evaluates the success of our ELL program by constantly comparing invidual prior results and working to improve any weak points presented.

Additional Information

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

Paste additional information here

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/2/10
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		