



**Department of  
Education**

**6***Dennis M. Walcott, Chancellor*



# **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** BROOKLYN STUDIO SECONDARY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 21/BROOKLYN/690

PRINCIPAL:     ANDREA F. CILIOTTA

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SUPERINTENDENT:     AIMEE HOROWITZ

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

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Andrea F. Ciliotta	*Principal or Designee	
Antoinette Fuccio	*UFT Chapter Leader or Designee	
Gina Goldberg Maria DiGraziano	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Anthony Falletta Richard Sanders	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Lori Bilboa	Member/ Parent	
Wanda Negrón	Member/Parent	
Cecilia Soranno	Member/Parent	
Veronica Stein	Member/Parent	
Nicholas Como	Member/Adminstration	
Ellen Alperin	Member/SLT Chair/Special Educ	
Jeannine Turnbull	Member/SLT Chair/ HS SS	

Vincenza Mannino	Teacher/ELL	
Pascal Licciardi	Teacher/Music	
Robert Barone	Parent	

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

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

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

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

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

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

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

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

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

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

## ANNUAL GOAL #1 AND ACTION PLAN

**Annual Goal #1** By June 2012, we will improve the 4-year total graduation rate of the 2012 Cohort by 5 % and for ISS students (Local diploma or better) in the 2012 Cohort by 5%.

### **Comprehensive needs assessment**

In the 2010-2011 school year 74.3% of the 2011 Cohort graduated within four years, as indicated by the RGCS report in ATS.

*Additionally, ten Special Education students, 5.6% of the total Cohort and 31.25% of Special Education students(32 total) graduated within four years accordingly: a) IEP Diploma= 4 students (13%) b) Local Diploma= 5 students (15.6% c) Regents Diploma= 5 students 15.6% (\*percentages based on total number of ISS students in M cohort.*

### **Instructional strategies/activities**

#### **Activity#1:**

- **Adopt-A-Senior Program:** Staff monitors a select number of seniors to provide academic/social support. Guidance counselors and teachers will meet on a monthly basis to set short and long term goals with the 2012 cohort, create and implement incentives for senior students and monitor scholarship progress periodically throughout the school year.
- **Target Population:** Seniors at risk for not graduating on time
- **Responsible Staff Members:** Administration, Guidance Counselors, Teachers
- **Implementation Timeline:** September 2011-June 2012
- **Per Marking Period-** Oct., Dec., Jan., March, April, May

#### **Steps for Including teachers in the decision making process:**

- Teachers and Guidance counselors will meet on a monthly basis to review data gathered from relevant data sources
- Staff will set short and long term goals with the 2012 Cohort based on data collected
- Staff will create and implement incentives and monitor scholarship progress periodically throughout the school year.

#### **Activity #2:**

- **Credit Recovery Program:** Responsible staff monitors the 2012 Cohort. By using data reported in RGCS, STARS, ARIS, and student transcripts, responsible staff will be able to target students who need additional support in academics. An intensive credit recovery program will be implemented to assist 2012 students to graduate in 4 years.
- **Target Population:** Seniors at risk for not graduating on time
- **Responsible Staff Members:** Administration, Guidance, Instructional Support Team, Teachers
- **Implementation Timeline:** September 2011- September 2012 Fall (Oct.-Jan.) and Spring (March- June) 45 hour 10-week program, Summer 6 week program

### **Steps for Including teachers in the decision-making process**

- Teachers will meet bi-monthly in Inquiry Teams to analyze scholarship data.
- Teachers will analyze a variety of data to determine achievement trends and areas of concern

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

- The school will involve parents of the 2012 Cohort students in regular and meaningful dialogue concerning student academic achievement and school program activities.
- 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, relevant to seniors (college process, college and career readiness, etc. ) including content for the development of a strong decision-making and advisory capacity
- 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.

- Parents will be trained on how to use ARIS Parent Link.

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

- **The Programmer will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.**
- **School will ensure that 1) teachers are teaching classes they are licensed in b) teachers of seniors are experienced in addressing the needs of this particular population, both GE and SE.**
- **When hiring new teachers, school will ensure that new staff has either familiarity or experience in mentoring and teacher inquiry for senior students (GE and SE)**
- **Mentors are assigned to support struggling and un-qualified teachers.**

**Service and program coordination:** Neptune Family Services, Jewish Family Board, City-As-School, YABC, Learn to Work, Opportunities for a Better Tomorrow, GED+, NYC Vocational Training Center, OFF-Site Educational Services,

**Budget and resources alignment :**

Fair Student Funding, F Status (Tax Levy) were used to implement this action plan for at risk seniors from September 2011-June 2012 as indicated below:

- Supervisor
- F Status Guidance Counselor

## ANNUAL GOAL #2 AND ACTION PLAN

**Annual Goal #2** By June 2012, the YTD attendance rate of all grades, 6-12, will increase by 3%, while maintaining a 407 rate of 4% or less.

### **Comprehensive needs assessment**

In the 2010-2011 school year the YTD attendance rate of all grades, as indicated by June ATS reports was 87%. As a result, we have made increasing our attendance rate for our students who have demonstrated patterns of chronic cutting and absenteeism, LTA's and 407's as a priority goal for the school year.

### **Instructional strategies/activities**

#### **Activity:**

- **Create a School Wide Student Attendance Policy**

A school wide student attendance policy will be developed based on NYC DOE Chancellor Regulations. This policy will be created by the BSSSS Attendance Committee. The policy will then be shared with faculty and staff. The Attendance Committee will develop different levels of student intervention based on the review of data and absenteeism. Family assistant will be utilized to contact parents of students showing sporadic or patterned absenteeism or cutting.

- **Target Population:**

Students in all grades, 6-12, who demonstrate chronic cutting and absenteeism, LTA's and 407s

- **Responsible Staff Members**

Administration, attendance teacher, family assistant, parent coordinator, school aide, guidance counselor, pupil personnel secretary  
Pupil Personnel Team

#### **Implementation Time Line:**

September 2011 – June 2012

Attendance Team meetings occur weekly with a set agenda that includes goals and targets based on the analysis of data from the previous meeting. Brooklyn Studio staff is informed of YTD attendance rates weekly.

- **Steps for including teachers in the decision-making process:**

- Attendance committee will collaborate with faculty and staff to plan and implement student attendance intervention and celebrations to students with improved, standard or exceptional attendance and monitor/revise student goals.
- Attendance committee with collaboration from faculty and staff will plan and implement yearly incentives to students with improved, at standard or exceptional attendance rates.
- Attendance committee will monitor attendance patterns through ATS reports (RYIS, RPYA, RGAR, RPAD) in weekly attendance meetings.
- Attendance committee will conduct quarterly professional development with teachers and staff about attendance collection, compilation, trends, data analysis and intervention.

**Strategies to increase parental involvement**

- The school will involve parents in regular and meaningful dialogue concerning student attendance and its role in academic achievement, and collaborate with parents to develop realistic, time bound and achievable action plans to increase attendance rates of their child(ren).
- 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 pertaining to attendance including content for the development of a strong decision-making and advisory capacity
- 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.
- Parents will be trained on how to use ARIS Parent Link.

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

- **School will ensure that a licensed attendance teacher is onsite.**
- **The Programmer will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.**
- **Mentors are assigned to support struggling and un-qualified teachers.**

**Service and program coordination:**

Jewish Board of Family and Children's Services, HeartShare

**Budget and resources alignment:**

- **Fair Student Funding** allocated for staff implementation
- Tax Levy (partial) and AIDP for Guidance Counselor
- AIDP Funding for : Pupil personnel secretary, Family Assistant, Attendance Teacher, School Aide
- TLPC Funding for Parent Coordinator

ANNUAL GOAL #3 AND ACTION PLAN

**Annual Goal #3**

In the 2011-2012 school year, 100% of teachers will fully implement the Common Core Learning Standards in their daily lesson as evidence through BSSS Benchmark Tracking Protocols and Curriculum Maps in all subject areas.

**Comprehensive needs assessment**

In the 2010-2011 school year, integration of Common Core Learning Standards was inconsistent in grades 6-12. As a result of these findings, it was determined that 100% integration of the CCLS was a priority goal in order for students to achieve academic progress.

**Instructional strategies/activities**

**Activity #1**

- **Professional Development:** PD will be given on the following topics: Curriculum Writing to monitor and revise curriculum maps to include Common Core Standards, Inquiry Team to develop Benchmark Tracking Protocol, use of rubrics with the language of the standards to provide specific feedback to students regarding their work

**Target Populations:**

Teachers servicing all students in grades 6-12 and all students 6-12

**Responsible Staff Members:**

ILT, Administration, Teachers

**Implementation Time Line:**

September 2011-June 2012

**Steps for including teachers in the decision-making process:**

- Teachers in teams will revise Curriculum Maps (for all courses and grades) in accordance to the format as established by the Instructional Leadership Team
- Teachers in discipline-oriented inquiry teams will create and implement unit assessments that test students' acquisitions of NYS Content and CCLS benchmarks. Students work will be analyzed in teacher inquiry teams to establish trends and implications on pedagogy
- Teachers will collaborate, create and employ Benchmark Tracking Protocol for all students which will be used in student portfolios. This will monitor students' acquisition of NYS Content and CCLS standards through formative and summative assessments and unit assessments.

**Activity #2:**

**Collaborative Instructional Snapshots:** Administrators will conduct observations on a consistent basis, as outlined by the NYCDOE Pedagogic Initiatives. Administrators will monitor progress along the pedagogic framework using student outcomes, experiences and work as evidence that NYS Content and CCLS standards are being met.

**Target Populations:**

Teachers servicing all students in grades 6-12 and all students in grades 6-12

**Responsible Staff Members: ILT, Administration**  
**Implementation Time Line: September 2011-June2012**

**Steps for Including Teachers in the decision making process:**

- **In Inquiry Teams, teachers will review the pedagogic framework that will be used by administration. Based on the format will be able to develop lesson plans that include the implementation of the NYS Standards and the CCLS.**

**Strategies to increase parental involvement**

- The school will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides
- 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 pertaining to attendance including content for the development of a strong decision-making and advisory capacity
- 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.
- Parents will be trained on how to use ARIS Parent Link.
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**Strategies for attracting Highly Qualified Teachers (HQT)**

- **The Programmer will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.**
- **School will ensure that 1) teachers are teaching classes they are licensed**
- **Mentors are assigned to support struggling and un-qualified teachers.**
- **New teachers will be given PD in Common Core State Standards**

**Service and program coordination**

- Our CFN will provide support in implementing this goal through periodic visits, whole and small group professional development in house and administration training.

**Budget and resources alignment**

- Citywide Instructional Expectations: Per Session to fund Inquiry Team Analysis of Common- Core aligned work
- ARRA-RTTA: To fund Instructional Leadership Team for Data Analysis of Common-Core aligned work
- FY12 Race to the Top Data Specialist Allocation: To Fund Data Specialist to ensure the ongoing accuracy of student and school data in DOE source systems, which will be used to evaluate Common Core integration.
- OTPS: Purchase IPADS for Administration to use for Collaborative Snapshot Observations

#### ANNUAL GOAL #4 AND ACTION PLAN

**Annual Goal #4** To improve student performance in credit accumulation for ISS students Grades 9-11 for the 2011-2012 school year, as indicated on the Progress Report where one year of progress is indicated. We will improve the rate of ISS students earning ten or more credits, receiving 2 or more credits in each core subject in the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> year by 3%.

##### **Comprehensive needs assessment**

In the 2010-2011 school year, the number of ISS students receiving 10 or more credits, with 2 or more in each core subject in the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year was 6.2%, 12%, and 10% respectively. Based on data from various sources such as ATS, STARS, ARIS it was determined that an ISS Inquiry Team needed to be developed to examine areas of concern.

##### **Instructional strategies/activities**

###### **Activity:**

- **Create and Develop ISS Inquiry Teams**

Our school will develop ISS inquiry teams to monitor and set goals for ISS students to improve academic performance and increase credit accumulation. Using a variety of data (ATS, STARS, ARIS, etc), these inquiry teams will allow staff to meet and analyze scholarship data and achievement trends of students in all classes and disciplines. Review of data and trends will allow inquiry teams to examine areas of concern.

- **Target Population:**

Teachers of ISS students in grades 9 -11.

ISS students in all grades, 9-11, who demonstrate the need to accumulate credits.

- **Responsible Staff Members:**

Administration, inquiry team, teachers (general and special education), guidance counselors, pupil personnel team, data specialist.

- **Implementation Time Line:**

September 2011 – June 2012

Inquiry team meetings will occur weekly with a set agenda that includes goals and targets based on the analysis of data from the previous meeting.

- **Steps for including teachers in the decision-making process:**

- Inquiry teams will create instructional goals in alignment with Common Core Standards by collaborating with faculty and staff to plan and implement goals.
- Staff will monitor scholarship of students bimonthly, to set and revise instructional goals, through analysis of data (ATS, STARS, ARIS, etc)
- Inquiry teams will conduct bimonthly professional development with teachers and staff in relation to student scholarship and goals.
- Students will be monitored by teachers through mandated after-school tutoring, PM school, individual and group counseling, guidance referrals, academic alerts and parent outreach.

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

- The school will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides
- 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 pertaining to attendance including content for the development of a strong decision-making and advisory capacity

- 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.
- Parents will be trained on how to use ARIS Parent Link.

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

- **The Programmer will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.**
- **School will ensure that teachers are teaching classes they are licensed in.**
- **Mentors are assigned to support struggling and un-qualified teachers.**
- **New teachers will receive P.D., curriculum writing, and common core standards.**

**Service and program coordination**

Neptune Family Services, Jewish Family Board, City-As-School, YABC, Learn to Work, Opportunities for a Better Tomorrow, GED+, NYC Vocational Training Center, OFF-Site Educational Services, VESID, Big Brother Big Sister, Italian Federation

**Budget and resources alignment**

- Fair Student Funding: Mandated Extended Day
- Fair Student Funding : Per Session PM School
- Fair Student Funding : Pupil Personnel Team
- OTPS: Academic Alerts, Notebooks, Smart Board

## ANNUAL GOAL #5 AND ACTION PLAN

### **Annual Goal #5**

**By June 2012, student performance in English Language Arts, across grades 6 – 8, will increase by 3%, as indicated on the New York State Report Card where one year progress is indicated.**

### **Comprehensive needs assessment**

**In the 2010-2011 school year, the percentage of MS students scoring at a level 3 or higher on the ELA exam for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades students was 49%, 39%, and 57% respectively. As a result of these findings through school report card, ATS, Acuity, ARIS, etc., inquiry teams will be developed for middle school students to achieve academic progress.**

### **Instructional strategies/activities**

- **Activity #1**
- **Create and develop inquiry teams to develop, monitor and set goals for all middle school students in order to improve academic performance in English Language Arts. Inquiry teams will be based according to grade level, incorporating all disciplines. The inquiry teams will meet weekly to analyze data to identify areas as instructional restructuring.**
- **Target Populations:**  
**Middle school teachers, middle school students, in all grades 6 – 8.**

### **Responsible Staff Members**

**Administration, middle school teachers, data specialist**

### **Implementation Time Line**

**September 2011 – June 2012**

**January 2012 – April 2012 (After-school/Saturday School)**

### **Steps for including teachers in decision-making process**

- **Inquiry teams will create instructional goals in alignment with Common Core Standards by collaborating with faculty and staff to plan and implement goals.**
- **Staff will monitor scholarship of students bimonthly, to set and revise instructional goals, through analysis of data (ATS, Acuity, ARIS, etc)**
- **Inquiry teams will conduct bimonthly professional development with teachers and staff in relation to student scholarship and goals.**
- **Students will be monitored by teachers through mandated after-school tutoring, as well as Saturday school**

### **Activity #2**

**Professional Development: PD will be given on the following topics: curriculum writing to monitor and revise curriculum maps to include Common Core Standards, inquiry team to develop Benchmark Tracking Protocol, use of rubrics with the language of the standards to provide specific feedback to students regarding their work. Teacher inter-visitation with other schools from the same peer group, sharing best practices and school peer reviews.**

### **Target Populations:**

**Middle school teachers, middle school students, in all grades 6 – 8.**

**Responsible Staff Members**

Administration, middle school teachers, data specialist, parent coordinator

**Implementation Time Line**

September 2011 – June 2012

- **Steps for including teachers in the decision-making process: Teachers in teams will revise Curriculum Maps (for all courses and grades) in accordance to the format as established by the Instructional Leadership Team**
- **Teachers in discipline-oriented inquiry teams will create and implement unit assessments that test students' acquisitions of NYS Content and CCLS benchmarks. Students work will be analyzed in teacher inquiry teams to establish trends and implications on pedagogy**
- **Teachers will collaborate, create and employ Benchmark Tracking Protocol for all students which will be used in student portfolios. This will monitor students' acquisition of NYS Content and CCLS standards through formative and summative assessments and unit assessments.**

**Strategies to increase parental involvement**

- Our parent coordinator will plan and host 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 inquiry team members. The main objective will be to empower instruction and improve student outcomes. Another event will highlight the upcoming ELA exam 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.
- The school will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides
- 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 pertaining to attendance including content for the development of a strong decision-making and advisory capacity
- 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.
- Parents will be trained on how to use ARIS Parent Link.
- 

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

- **The Programmer will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.**
- **School will ensure that teachers are teaching classes they are licensed in.**
- **Mentors are assigned to support struggling and un-qualified teachers**
- **New Teachers will receive PD in Common Core State Standards**

**Service and program coordination**

Italian Federation, Girls Inc., AIS Services

**Budget and resources alignment**

- Fair Student Funding: Saturday school ELA test prep
- FY12 Race to the top data specialist allocation to ensure the ongoing accuracy of student and school data in DOE source systems
- OTPS: Benchmark Portfolio

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

- 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>	36	23	12	10	1			1
<b>7</b>	36	20	15	20	2			2
<b>8</b>	48	14	29	15	0			2
<b>9</b>	21	35	24	23	1			3
<b>10</b>	18	17	19	20				5
<b>11</b>	20	37	25	17	1			0
<b>12</b>	16	21	6	7				1

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

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

Name of Academic Intervention Services (AIS)	Description
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, QAR. 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. A Robotics program was implemented in the middle school to support hands-on learning in the area of math and science. 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 audiovisual technology and manipulatives, portfolio assessment. These programs will develop and improve computation and problem solving skills.
Science	We offer Middle School Saturday tutoring for the 8 <sup>th</sup> Grade State Science Exam. A Robotics program was implemented in the middle school to support hands-on learning in the area of science and math. 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 sciences.
Social Studies	Saturday tutoring will take place for High School Regents exams. During the school day. The high school also offers the following course, Global History Review for all 10 <sup>th</sup> grade Level 1 and 2 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 (in both middle school and high school)

<b>At-risk Services provided by the Guidance Counselor</b>	<b>Small group counseling sessions, one-to-one tutoring.</b>
<b>At-risk Services provided by the School Psychologist</b>	<b>Small group counseling sessions, one-to-one tutoring.</b>
<b>At-risk Services provided by the Social Worker</b>	<b>One-to-one counseling sessions, one-to one tutoring.</b>
<b>At-risk Health-related Services</b>	<b>One-to-one counseling sessions.</b>



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

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

## Part I: School ELL Profile

### A. School Information

Cluster Leader/Network Leader <b>Jose Ruiz/Roberto Hernandez</b>	District <b>21</b>	Borough <b>Brooklyn</b>	School Number <b>690</b>
School Name <b>Brooklyn Studio Secondary School</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Andrea F. Ciliotta</b>	Assistant Principal <b>N.Como/C.McNulty/A.Fezzuoglio</b>
Coach <b>n/a</b>	Coach <b>n/a</b>
ESL Teacher <b>Vincenza Mannino-Coordinator</b>	Guidance Counselor <b>Karen Gandino</b>
Teacher/Subject Area <b>MariaLucia Davi - ESL</b>	Parent <b>Maria DiGraziano</b>
Teacher/Subject Area <b>Pascal Licciardi- ESL</b>	Parent Coordinator <b>Lois Schwartz</b>
Related Service Provider <b>Carole DiMaggio-Speech</b>	Other <b>type here</b>
Network Leader <b>Roberto Hernandez</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers	<b>3</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>6</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>881</b>	Total Number of ELLs	<b>77</b>	ELLs as share of total student population (%)	<b>8.74%</b>
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## Part II: ELL Identification Process

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

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

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 followed by an informal student interview in the native language and/or in English. 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 HLIS and informal interview indicate that the child speaks a 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. Spanish LAB will be administered to Spanish-speaking ELLs. 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 that speaks the child's native language in the school, the school contacts the translation unit at the Department of Education to get the services needed for the child and the family. The parent is then invited to a Parent Orientation where an entitlement letter is provided, in English and in the native language to inform them about the child's identification and the child is enrolled in the appropriate program chosen by the parents within ten days. In Spring, the New York State English as a Second Language Test (NYSESLAT) is administered to all ELLs who are scheduled to take all four parts(listening, speaking, reading, and writing) during school hours. The NYSESLAT is given annually to students who appear on the RLAT report from ATS. ESL coordinator also runs a RLER and a RNMR to ensure that all students entitled take the NYSESLAT. The teachers who administer the exam are Ms. Mannino and Ms. Davi. Together with the Testing Coordinator, the teachers plan a block of time, to administer the reading, writing, and listening. Students are given appointments for speaking portion throughout the testing time frame. 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 an ELL 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 video 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. All ESL parents are invited to a Parent Orientation, usually given at the end of September, in which all New York City Programs are discussed and videos are watched. Freestanding ESL is the only program available at the Brooklyn Studio, and if parents choose Transitional Bilingual or Dual Language program, our guidance counselor, Ms. Gandino and ESL Coordinator, Ms. Mannino, 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. Parent selection forms are kept in the ESL files. As soon as the school gets the number required to open a bilingual program, the school will do so. 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. Returning parents and parents are invited to an orientation where they are given the Program Selection form and/or ESL entitlement letters to fill out at the orientation or take home and is asked to return the signed form within one week to the ESL teacher. The ESL coordinator, Ms. Mannino, 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. Files of all Parent Surveys, Program Selection forms, and continuation letters are stored in the Assistant Principal's office, Mr. Como.

4. ELLs are placed according to their parent choice forms and they receive 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 video, 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. All letters, entitlement and placement, are distributed, collected, and stored in Mr. Como's office.

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

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							0	1	1	2	1	1	1	7
<b>Push-In</b>							6	4	4	2	4	4	4	28
<b>Total</b>	0	0	0	0	0	0	6	5	5	4	5	5	5	35

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	77	Newcomers (ELLs receiving service 0-3 years)	34	Special Education	
SIFE	5	ELLs receiving service 4-6 years	24	Long-Term (completed 6 years)	19

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	34	3	2	24	2		19		15	77
Total	34	3	2	24	2	0	19	0	15	77

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

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

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

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

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							2		1	1	1	1		6
Chinese							1		2	4		1		8
Russian							2	3	1	4	3		1	14
Bengali														0
Urdu							1			4	2	3		10
Arabic							3	2	5	1	1			12
Haitian														0
French														0
Korean														0
Punjabi														0
Polish									1					1

## 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
Albanian								2		2	2	1	1	8
Other								4	2	5	2	2	3	18
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>9</b>	<b>11</b>	<b>12</b>	<b>21</b>	<b>11</b>	<b>8</b>	<b>5</b>	<b>77</b>

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. Brooklyn Studio provides a Freestanding English as a Second Language (ESL) program and the ESL instruction is delivered by Ms. Mannino and Ms. Davi during the school day. After school and/or Saturday School is also taught by our third ESL certified teacher Mr. Licciardi.
  - a. The organizational model at Brooklyn Studio is Self-Contained and Push-in by both Ms. Davi and Ms. Mannino.
  - 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 6<sup>th</sup> graders, 11 7<sup>th</sup> graders, 12 8<sup>th</sup> graders, 21 9<sup>th</sup> graders, 11 10<sup>th</sup> graders, 8 11<sup>th</sup> graders and 5 12<sup>th</sup> graders. Of the 77 ELLs at the school, 21 are beginning level ELLs, 25 are intermediate level ELLs, and 31 are advanced level ELLs. Under CR Part 154, the beginning level ELLs receive 540 minutes of ESL instruction per week, and they have total of 10 periods (each period is 59 minutes) from Monday to Friday; the intermediate level ELLs receive 360 minutes of ESL instruction per week, and they have a total of 8 periods of ESL from Monday to Friday, and the advanced level ELLs receive 180 minutes of ESL instruction per week, and they have a total of 4 periods from Monday to Friday. In addition, the advanced level ELLs receive 180 minutes of ELA 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 540 minutes a week of self-contained ESL instruction and/or Push in the content areas.
3. In order to help the students progress, we utilize the following practices:
  - Collaboration between ESL and content area teachers

## A. Programming and Scheduling Information

- 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 with the ESL teachers 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. Brooklyn Studio does not have a bilingual program, therefore the Spanish Lab is given to Spanish speakers and where possible, a native speaker staff member, together with the certified ESL teacher, assess the newcomer.

5. 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 ELLs 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

6. Plan for Special Needs Student :

- ensure that 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 licensed ESL teacher.
- Achieve 3000
- SEC and SESIS reports

7.

### Courses Taught in Languages Other than English

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

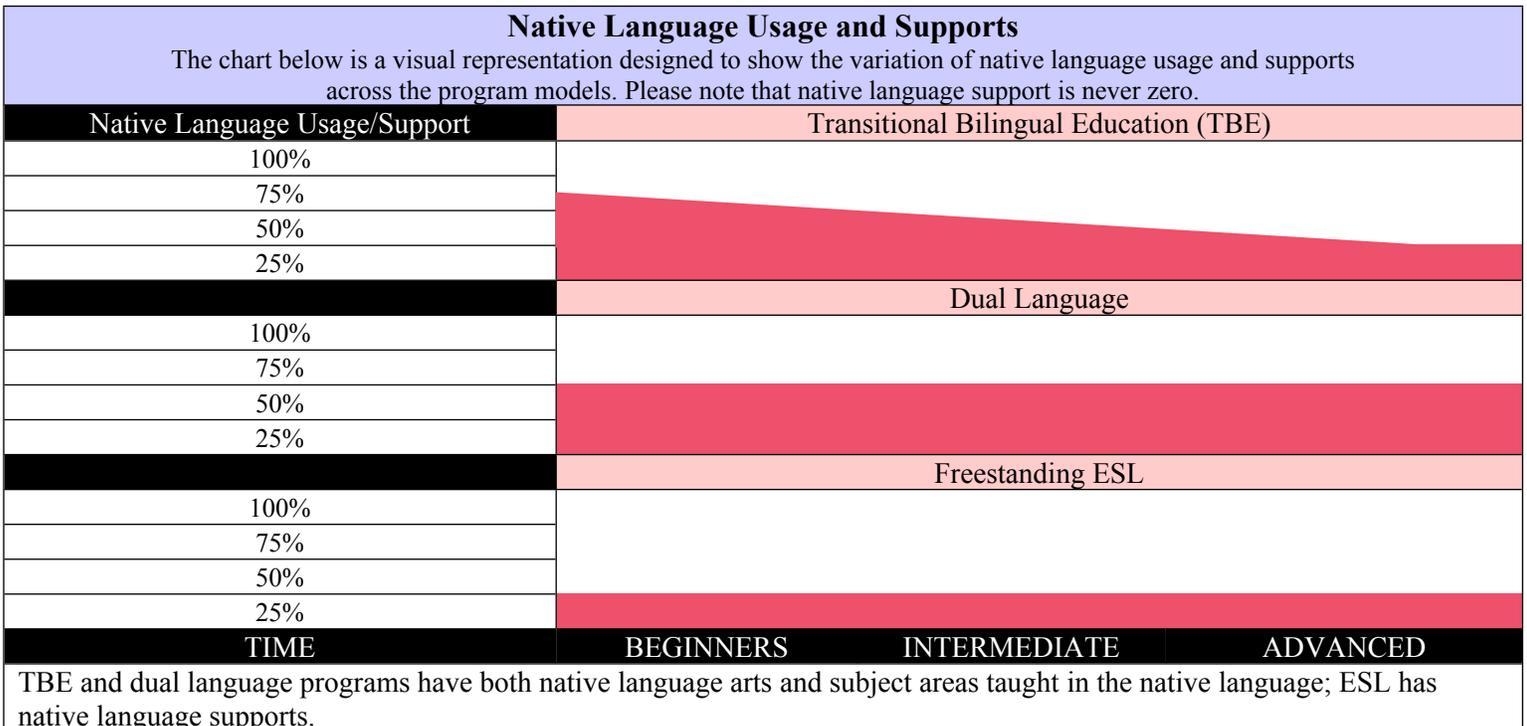
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				

Social Studies:	
Math:	
Science:	


NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## B. Programming and Scheduling Information--Continued

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

8. 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. Saturday school is offered starting in January. All three ESL teachers work with ELLs to help prepare for state exams in English, Math, Science, and Social Studies. Middle-school ELLs are pulled out for instruction. Content subjects are reviewed with ESL strategies. 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. Such as Professional Development given through the Office of English Language Learners. (Qtel training, standard Core curriculum, and ESL strategies for Math and Science.

9. 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. All former ELLs are followed for two years as for their testing accommodations. On all state exams, former ELLs receive time and half, separate location, and use of bilingual dictionaries.

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

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

12. All activities are available to all ELLs and former ELLs. Currently, more than a third of the band members are ELLs/former ELLs. This motivation has been driven by Ms. Mannino and Mr. Licciardi (ESL and Music certified). The ELLs feel extremely comfortable in band because they are able to express themselves equally with the non-ELLs. Our ELLs are invited and encouraged to be involved in programs/Clubs like Big Brother/Big Sister, March of Dimes, Chess, Student Government Committees, and various other programs offered at Brooklyn Studio. Ms. Mannino explains all the programs to all the ELLs in the beginning of the year and encourages the students to participate. 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.

13. Instructional materials that are used at Brooklyn Studio include the following: Bilingual dictionaries, English dictionaries, laptops, school supplies (given to each student, ex. flashcards, flashdrives, highlighters, rulers, calculators, notebooks etc), subject textbooks, and personal copies of current literature ELA pieces. This year, we will be purchasing iPads with Title III money so that teachers/students will be able to use during classes as translators for clarification. ELLs are aware that Room 206 is designated as their room and is supplied with laptops and dictionaries.

14. Brooklyn Studio supports native language in the ESL model by: providing translators when needed, buddy system, and use bilingual dictionaries.

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

16. An orientation is offered before school begins to new incoming students. This orientation tours the school and explains the students their program.

17. 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.)

## B. Programming and Scheduling Information--Continued

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

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9. 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. All former ELLs are followed for two years as for their testing accommodations. On all state exams, former ELLs receive time and half, separate location, and use of bilingual dictionaries.
10. Ms. Mannino will be trained in Acuity and Performance Series so that they can be implemented in the classroom.
11. At the current time, there aren't any programs that will be discontinued.
12. All activities are available to all ELLs and former ELLs. Currently, more than a third of the band members are ELLs/former ELLs. This motivation has been driven by Ms. Mannino and Mr. Licciardi (ESL and Music certified). The ELLs feel extremely comfortable in band because they are able to express themselves equally with the non-ELLs. Our ELLs are invited and encouraged to be involved in programs/Clubs like Big Brother/Big Sister, March of Dimes, Chess, Student Government Committees, and various other programs offered at Brooklyn Studio. Ms. Mannino explains all the programs to all the ELLs in the beginning of the year and encourages the students to participate. 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.
13. Instructional materials that are used at Brooklyn Studio include the following: Bilingual dictionaries, English dictionaries, laptops, school supplies (given to each student, ex. flashcards, flashdrives, highlighters, rulers, calculators, notebooks etc), subject textbooks, and personal copies of current literature ELA pieces. This year, we will be purchasing iPads with Title III money so that teachers/students will be able to use during classes as translators for clarification. ELLs are aware that Room 206 is designated as their room and is supplied with laptops and dictionaries.
14. Brooklyn Studio supports native language in the ESL model by: providing translators when needed, buddy system, and use bilingual dictionaries.
15. Brooklyn Studio believes in instructing and providing mandated services in grouping of proficiency levels.
16. An orientation is offered before school begins to new incoming students. This orientation tours the school and explains the students their program.
17. 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.)

## B. Programming and Scheduling Information--Continued

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

8. 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. Saturday school is offered starting in January. All three ESL teachers work with ELLs to help prepare for state exams in English, Math, Science, and Social Studies. Middle-school ELLs are pulled out for instruction. Content subjects are reviewed with ESL strategies. 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. Such as Professional Development given through the Office of English Language Learners. (Qtel training, standard Core curriculum, and ESL strategies for Math and Science.
9. 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. All former ELLs are followed for two years as for their testing accommodations. On all state exams, former ELLs receive time and half, separate location, and use of bilingual dictionaries.
10. Ms. Mannino will be trained in Acuity and Performance Series so that they can be implemented in the classroom.
11. At the current time, there aren't any programs that will be discontinued.
12. All activities are available to all ELLs and former ELLs. Currently, more than a third of the band members are ELLs/former ELLs. This motivation has been driven by Ms. Mannino and Mr. Licciardi (ESL and Music certified). The ELLs feel extremely comfortable in band because they are able to express themselves equally with the non-ELLs. Our ELLs are invited and encouraged to be involved in programs/Clubs like Big Brother/Big Sister, March of Dimes, Chess, Student Government Committees, and various other programs offered at Brooklyn Studio. Ms. Mannino explains all the programs to all the ELLs in the beginning of the year and encourages the students to participate. 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.
13. Instructional materials that are used at Brooklyn Studio include the following: Bilingual dictionaries, English dictionaries, laptops, school supplies (given to each student, ex. flashcards, flashdrives, highlighters, rulers, calculators, notebooks etc), subject textbooks, and personal copies of current literature ELA pieces. This year, we will be purchasing iPads with Title III money so that teachers/students will be able to use during classes as translators for clarification. ELLs are aware that Room 206 is designated as their room and is supplied with laptops and dictionaries.
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17. 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.)

## 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 based 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) They are able to share any concerns with her.
4. Parents are constantly invited to our school activites, shows, and workshops that are help throughout the school year. Ms Schwartz also provides information for Adult ESL classes given throughout the neighborhood and also workshops on Immigration and Citizenship.

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

1. 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. Both teachers have signed up for two up coming PDs. Literacy Conference: ELL and the Common Core and Brain Research: Keeping ELLs in Mind. Other staff members like assistant principals, subject area teachers, secretaries, and parent coordinator will be offered a spring PD on ESL Strategies.
2. Ms. Mannino supports the staff members by distributing a snapshot of each ELL. The snapshot includes the students' proficiency level, native language, and years in the country. Ms. Mannino also describes the ELL accomodations of time and half on exams, separate location, and the use of bilingual dictionaries.
3. Our assistant principal of sepcial education, Ms.Loch-McNulty, keeps a Professional Development binder in her office. In this binder, she has a log of all staff members (Parent Coordinator, secretaries, teachers, para-professionals, psychologists, counselors) that attend Professional Development. The binder includes, attendance, description of PD, and the PD agenda.

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2. Brooklyn Studio partners with FIAO, which is a community based 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) They are able to share any concerns with her.

4. Parents are constantly invited to our school activites, shows, and workshops that are help throughout the school year. Ms Schwartz also provides information for Adult ESL classes given throughout the neighborhood and also workshops on Immigration and Citizenship.

# 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)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	3	4			7
7	2	3			5
8	5	4			9

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

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

1. One of the ways that early literacy is assessed is by administering the LAB-R/Spanish LAB to determine ELLs levels in reading, writing, listening, and speaking. This data provides teachers the ELLs proficiency in each skill, whether it be in English or their Native Language. This helps the school program students for the correct number of ESL and ELA classes. Also, it gives the school an insight on what support is needed for these newcomers.

2. Looking at NYSESLAT data, we feel that these exams reveal that most ELLs have difficulty in reading and writing.

### 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.

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	2		3		2		1		8
7	2		2		1		1		6
8	1		3		4		1		9
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	4			
Integrated Algebra	9		6	
Geometry	5		3	1
Algebra 2/Trigonometry	1	1	2	
Math				
Biology				
Chemistry	2		1	
Earth Science	3		2	
Living Environment	6		3	
Physics				
Global History and	7		2	

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geography				
US History and Government	5		2	
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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 ways that early literacy is assessed is by administering the LAB-R/Spanish LAB to determine ELLs levels in reading, writing, listening, and speaking. This data provides teachers the ELLs proficiency in each skill, whether it be in English or their Native Language. This helps the school program students for the correct number of ESL and ELA classes. Also, it gives the school an insight on what support is needed for these newcomers.
2. Looking at NYSESLAT data, 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. It also allows for teachers to collaborate and plan so that these points are focused, and our ELLs can achieve better scores.
4. a. Students who took regents or state exams in their native language, seemed to have all passed those exams. Students who are new comers, and have taken these state exams have scored low or failed their exams.
  - 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 who will use the results to execute lessons.
  - c. From the Periodic Assessments our school learned 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 individual prior results and working to improve any

## 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.

## Part VI: LAP Assurances

<b>School Name: <u>Brooklyn Studio Secondary</u></b>		<b>School DBN: <u>21k690</u></b>	
<b>Signatures of LAP team members certify that the information provided is accurate.</b>			
<b>Name (PRINT)</b>	<b>Title</b>	<b>Signature</b>	<b>Date (mm/dd/yy)</b>
Andrea F. Ciliotta	Principal		11/10/11
N.Como,C.McNulty, A. Fezzuoglio	Assistant Principal		11/10/11
Lois Schwartz	Parent Coordinator		11/10/11
Vincenza Mannino	ESL Teacher		11/10/11
Maria Di Graziano	Parent		11/10/11
MariaLucia Davi - ESL	Teacher/Subject Area		11/10/11
Pascal Licciardi-ESL/Music	Teacher/Subject Area		11/10/11
N/A	Coach		11/10/11
N/A	Coach		11/10/11
Karen Gandino	Guidance Counselor		11/10/11
Roberto Hernandez	Network Leader		11/10/11
	Other		11/11/11
	Other		11/10/11
	Other		11/10/11
	Other		11/10/11

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 21k690      **School Name:** Brooklyn Studio Secondary School

**Cluster:** 6      **Network:** 611

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

**Part A: Needs Assessment Findings**

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

Brooklyn Studio analyzes the Language Report off ATS to distinguish the different languages needed for translated material and oral interpretation. For important events like parent-teacher conferences, orientation, PTA, and IEP meetings, translators are provided in all languages needed. Teachers, secretaries, administration, and all other staff use the DOE phone translating service.

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.

Due to dialectical variances in translation and interpretation for languages like Albanian, Chinese, and Arabic, has caused difficulties in communication. This concerns have been repeatedly communicated to the translation services.

## 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.

Brooklyn Studio analyzes the Language Report off ATS to distinguish the different languages needed for translated material and oral interpretation. For important events like parent-teacher conferences, orientation, PTA , and IEP meetings, translators are provided in all languages needed. Teachers, secretaries, administration, and all other staff use the DOE phone translating service.

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>.

Brooklyn Studio analyzes the Language Report off ATS to distinguish the different languages needed for translated material and oral interpretation. For important events like parent-teacher conferences, orientation, PTA , and IEP meetings, translators are provided in all languages needed. Teachers, secretaries, administration, and all other staff use the DOE phone translating service.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Brooklyn Studio	DBN: 21k690
Cluster Leader: Roberto Hernandez	Network Leader:
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input checked="" type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school      *After school      *Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: 77 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 *6    *7    *8    *9    *10    *11    *12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 3 # of content area teachers:

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: At 21K690, in the freestanding ESL program, beginning and intermediate level students have two ESL classes that focus on traditional listening, speaking, reading, and writing totaling 456 minutes. Intermediate level students have ESL classes totaling 456 minutes a week. Advanced ESL take one ELA literature based course and one ESL class totaling 228 minutes. The program is a combination of push-in and pull-out instruction, and whenever possible, class sizes are reduced. Grade levels serviced are classes 6 – 12. There are 41 high school students and 22 middle school students in the ELL program. ELL students with disabilities are identified as special education students in their individual education plan and are programmed for ESL according to their IEP.

In the ESL program, English is the language of instruction; ESL classes are differentiated by level of English Language acquisition. Students work to prepare for the NYSESLAT, which is a marker of progress. ESL students work toward the advanced level and then to achieve success in meeting the New York State standards as reflected in the ELA regents examination.

The service providers consist of 3 TESOL certified teachers, 9 ELA certified teachers.

We intend to allocate funds for three iPads for supplemental instructional support and cohesion amongst the ELL population. The ultimate objective to achieve progress in reading, listening, speaking and comprehension skills.

- College- and career-ready standards
- High quality, valid assessments
- Professional Development for more effective teachers
- Intensive support and effective interventions

Our goal is to improve mathematics and ELA learning. This time is also used for Social Studies and Science Regents Review. The results of our middle and high school progress reports indicate that we have not made sufficient progress in moving our ELLs. We serve a total of 77 students, grades 6-12. Our language of instruction is in English.

Saturday Tutoring for ELLs runs for 16 Sessions: Saturdays starting January 7th – June 16th from 9:00AM-12:00PM (excluding Saturdays during vacation time).

### Part B: Direct Instruction Supplemental Program Information

Each Session of service is provided by three teachers: Vincenza Mannino, Marialucia Davi, and Pascal P. Licciardi- all three TESOL certified. The supervision of the Title III program will be at no cost to the program.

OTPS: We are purchasing Literature Workbooks for instruction for our ELL students. In addition we will be purchasing Arabic Dictionaries to support these students. Supplies will be purchased for the ELL Students to use which will consist of notebooks, folders, paperclips, pens, paper and any other supplies needed to support ELL instruction which will assist students in learning.

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: 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. Through the office of English Language Learners, many PDs are offered during the school year. Our three certified teachers, Pascal Licciardi, Vincenza Mannino, and Marialucia Davi. This year's topics are focused on the Common Core Standards. Schedules for Professional Developments sessions are on a TBA basis. Registration is customarily gratis, but Title III funding will cover costs of Substitutes.

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

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. Translated with Title III money.
2. Brooklyn Studio partners with FIAO, which is a community bases organization that provides free

**Part D: Parental Engagement Activities**

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)

Translated by Title III money

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

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) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	7228.00	3 hours x 14 Saturdays = 42 Hours 42 hours x 3 teachers = 126 hours 126 hours x \$49.89 = \$6286.14
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	\$612.00	Per Diem Substitute Teachers
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	\$3360.00	\$1800.00 = iPads II \$1560.00 = Crayons, paper, flashdrives, notebooks, pens, pencils
Educational Software (Object Code 199)		
Travel		
Other		

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>TOTAL</b>	11200.00	