



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** BROOKLYN STUDIO SECONDARY SCHOOL

**DBN (i.e. 01M001):** 21K690

**Principal:** ANDREA F. CILIOTTA

**Principal Email:** ACILIOT@SCHOOLS.NYC.GOV

**Superintendent:** AIMEE HOROWITZ

**Network Leader:** ROBERTO HERNANDEZ

### School Leadership Team (SLT) Signature Page

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Andrea F. Ciliotta	*Principal or Designee	
Antoinette Fuccio	*UFT Chapter Leader or Designee	
Maria Di Graziano Gina Goldberg	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
David Alexander Uena Xharo	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 Negron	Member/ Parent	
Joyce Finger	Member/ Parent	
Robert Barrone	Member/ Parent	
	Member/	
Nicholas Como	Member/ CSA	
Laura Morrissey	Member/ UFT	
Vincenza Mannino	Member/ UFT	
Ferila Primus	Member/ UFT	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative 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 and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
	<b>School Leadership Team Signature Page</b>
<b>X</b>	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Annual Goal #1** By June 2014, we will improve the 4-year total graduation rate of the 2010 Cohort by 3 % and for ISS students (Local diploma or better) in the 2010 Cohort by 5%.

### Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

In the 2012-2013 school year 75.8% of the 2009 Cohort graduated within four years, as indicated by the Progress Report. Additionally, of the 30 ISS students in the 2009 Cohort, 70% graduated with a Local Diploma or better.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

- Adopt-A-Student Program:** Staff monitors a select number of high school seniors and juniors students at risk to provide academic/social support. Guidance counselors and teachers will meet on a monthly basis to set short and long term goals with students, create and implement incentives for students and monitor scholarship progress periodically throughout the school year.
  - Target Population:** Seniors at risk for not graduating on time and Juniors at risk for meeting credit and graduation requirements for 4-year graduation.

1.

#### B. Key personnel and other resources used to implement each strategy/activity

- Responsible Staff Members:** Administration with work with COSA and Guidance to create the program design of the Adopt-A Student Program. COSA will work with Student Government to identify peer students. COSA with coordinate with Guidance and teachers to meet on a monthly basis to coordinate with students to monitor scholarship progress.

1.

#### C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- RGAR will demonstrate progress in Cohort P 4-year graduation at the end of the 1<sup>st</sup> term. STARS scholarship reports will track progress towards credit accumulation.

#### D. Timeline for implementation and completion including start and end dates

- Implementation Timeline:** September 2013-June 2014
  - Per Term:** Fall and Spring

1.

#### E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- Senior committee and Coordinator of Student Affairs (COSA), Teachers and Guidance counselors will meet on a monthly basis to review data gathered from relevant data sources. Students will be identified and matched with peers to begin initial case conferencing.
  - 
  - In meetings, staff will set short and long term goals with the 2010 Cohort in progress to graduation. Short and long term goals will also be set for junior students to assist in credit accumulation.
  - Staff will create and implement incentives and monitor scholarship progress periodically throughout the school year.

1.

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- The school will involve parents of the 2010 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.

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

### **Goal and Action Plan #2**

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

#### **Annual Goal #2**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To improve school wide YTD attendance for High School, as indicated by ATS Attendance reports (PAR, RMEL), where one year progress is demonstrated. By June 2014, the YTD attendance rate of High School students will increase by 2%, while maintaining a 407 rate of 3%.

#### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

In the 2012-2013 school year the YTD attendance rate of High School students, as indicated by the 2012-2013 Progress Report was 85%.

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

##### **A. Strategies/activities that encompass the needs of identified subgroups**

- **Implement a School Wide Student Attendance Policy (that will address High School Attendance needs), Maintain and Review and Continue Implementation of:**

**Targeted intervention of High School students with an overall attendance rate below 85%. School wide student attendance policy will be implemented based on NYC DOE Chancellor Regulations. The Attendance Committee will develop different levels of student intervention based on the review of data and absenteeism (407, 60-80 % Attendance). Family assistant will be utilized to contact parents of students showing sporadic or patterned absenteeism or cutting.**

##### **B. Key personnel and other resources used to implement each strategy/activity**

- **Target Population:**  
Students in High School grades 9-12, who demonstrate below 97% attendance rate, chronic cutting and absenteeism, LTA's and 407s etc.
- **Responsible Staff Members**  
Administration, attendance teacher, family assistant, parent coordinator, school aides, guidance counselors, pupil personnel secretary

##### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Attendance data is discussed on a weekly basis in Attendance meeting. Monthly attendance rates in High School are reviewed. Students with 407's are discussed by attendance team to determine next steps in outreach. The 407 report will determined the number of open and closed cases throughout the year. Attendance

rates of students will be monitored on a monthly basis with planned outreach.

**D. Timeline for implementation and completion including start and end dates**

**September 2013 – June 2014**

**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.**

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**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

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- **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.**

1.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- 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 contacted to meet with the school to discuss students attendance and create a collaborative communication plan for improvement.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

**Goal and Action Plan #3**

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

**Annual Goal #3**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**To improve student performance in credit accumulation for the bottom third students Grades 9-11 for the 2013-2014 school year, as indicated on the Progress Report where one year of progress is indicated. We will improve the rate of bottom third 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**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

In the 2012-2013 school year, the percentage of students in the bottom third 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 a) 1<sup>st</sup> year- 56.9% b) 2<sup>nd</sup> year 69.8% c) 3<sup>rd</sup> year 67.3% , as indicated on the NYC Progress Report.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

**Students in bottom third that are in jeopardy of not earning 10 or more credits in their 1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup> year, grade 9-11.**

1. Brooklyn Studio CAP program- students will be able to take courses previous failed. Courses will last 54 hours each and aligned to Common Core learning standards. Course will be offered in core subject areas based on needs assessment failure data from STARS (Algebra, Geometry, Living Environment, Earth Science, Global 1-4, US History, ELA, Government and Economics. The CAP program is a committee that is comprised of Guidance Counselors, Administration and teachers. Students must be eligible to take CAP courses based on report cards data from the previous term. Students must maintain 90% attendance while taking a CAP course. Curricula for CAP classes are aligned to the Common Core. Students are required to complete a series of benchmark assessments to demonstrate mastery of course concepts and skills. The CAP team meets to discuss students' final grades and eligibility for course credit.

#### **B. Key personnel and other resources used to implement each strategy/activity**

- **Responsible Staff Members:**

Principal, AP's Guidance, Related Services, Parent Coordinator, Teachers.

The Principal, AP, Guidance meet to run failure data and determine course needs. AP's solicit for teaching staff of CAP courses. Total team meets to review student eligibility and program students. Teachers in CAP teach classes. Total team meets to review course credit eligibility.

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Progress to Graduation and GAR reports will track credit accumulation progress, and determine effectiveness of strategy.

#### **D. Timeline for implementation and completion including start and end dates**

- **Implementation Time Line:**  
**September 2013– June 2014**

1.

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- Teachers will be part of the team to identify students in the bottom third.
- Teachers will recommend students for mandatory tutoring to increase student achievement.
- Guidance and members of the BSSS CAP (Credit Accumulation Program) will identify students in total and in the bottom third for PM classes (54 hours each)
- Supervisors will monitors student progress through BSSS CAP program.
- Teachers will identify student progress using a benchmark portfolio. Student work products will be discussed during teacher team meetings to make adjustments in curriculum and lesson planning.

1.

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- 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 and communication
- 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.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #4**

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

**Annual Goal #4**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**To improve student progress in Middle School English Language Arts and Math as indicated on the New York City Progress Report where one year of progress is indicated by 3%.**

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

For the 2012-2103 school year, the mean adjusted growth percentile for MS ELA was 69.0 and for MS Math 54.0%

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

- Teachers will take part in weekly professional development around teacher pedagogy (eg Danielson Framework for Teaching), curriculum and unit development (Code X and CMP3). Teachers in teams will meet on a regular basis to discuss curricula, unit task development, and review student work products to make adjustments into the curricula and lesson planning.
- Teachers will form a committee to identify students that are/are not on track to show adequate progress for upcoming ELA/
- Middle School Afterschool program- Students will receive support in enriched learning around the Common Core Curricula in preparation for the MS Exams.

1.

**B. Key personnel and other resources used to implement each strategy/activity**

Administration, middle school teachers, data specialist

1.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. NYC Performance Assessments (Pre and Post) will track progress of students. Increased performance on teacher observation in alignment to the Danielson Rubric.

**D. Timeline for implementation and completion including start and end dates**

September 2013 – June 2014

1. January 2014 – April 2014 (After-school/Saturday School)

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- Teacher 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, NYC Performance Series, 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 afterschool school

1.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- 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 and communications .
- 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.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #5**

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

**Annual Goal #5**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1.

**B. Key personnel and other resources used to implement each strategy/activity**

1.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

**D. Timeline for implementation and completion including start and end dates**

1.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

### Academic Intervention Services (AIS)

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

**Description**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	During the school day, students are programmed for 7-8 periods of English in the Middle School (240) and for English Foundations (300) in the 10 <sup>th</sup> and 11 <sup>th</sup> grades. Middle School Level 1 students are mandated for ELA tutoring once a week(30). After-school and Saturday school will be aligned with CCLS. (Code X)	Small group, one to one	During and after the school day.
<b>Mathematics</b>	During the school day, students are programmed for 7-8 periods of Math in the Middle School (240)Middle School Level 1 students are mandated for Math tutoring once a week(40). After-school and Saturday school will be aligned with CCLS utilizing the following educational program and strategies: Study Island, Brain Pop, CMP3, CCLS Coach books.	Small group, one-to-one tutoring.	During and after the school day.
<b>Science</b>	Students are offered Regents tutoring for High School (300) and 8 <sup>th</sup> grade students taking the HS Earth Science Regents (30). Students also attend tutoring 2x a week.	Small Group, one to one tutoring.	After the school day.
<b>Social Studies</b>	We offer Regents tutoring after school and on Saturdays for High School Regents exams for High School students (160) and MS students taking the US History Regents (30). Students are also able to take CAP courses in Social Studies for classes they failed. Students receive tutoring 2x a week in Social Studies courses.	Small Group, one to one tutoring.	After the school day.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Small group and one to one counseling services (100). Students receive counseling needs based on recommendation or as part of IEP.	Small group and one to one counseling.	During the school day



**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>X Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

**Measures to Include Teachers in Decisions Regarding Assessments**

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

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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



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

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**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

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 NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Andrea F. Ciliotta</b>	Assistant Principal <b>N. Como, A. Fezzuoglio</b>
Coach <b>n/a</b>	Coach <b>n/a</b>
ESL Teacher <b>Vincenza Mannino</b>	Guidance Counselor <b>Michelle Ryan</b>
Teacher/Subject Area <b>MariaLucia Davi-ESL</b>	Parent <b>Maria Digraziano</b>
Teacher/Subject Area <b>Diana Blutstein-ESL</b>	Parent Coordinator <b>Lois Schwartz</b>
Related Service Provider <b>Carola DiMaggio - Speech</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team)	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 currently teaching in the ESL program.	<b>3</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area and ESL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>5</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<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>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>903</b>	Total number of ELLs	<b>115</b>	ELLs as share of total student population (%)	<b>12.74%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Push-in							10	20	11	35	28	8	3	115
Pull-out							6	15	8	9	9	1		48
<b>Total</b>	0	0	0	0	0	0	16	35	19	44	37	9	3	163

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	114	Newcomers (ELLs receiving service 0-3 years)	69	ELL Students with Disabilities	17
SIFE		ELLs receiving service 4-6 years	20	Long-Term (completed 6+ years)	25

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	69		3	20		4	25		10	114
Total	69	0	3	20	0	4	25	0	10	114

Number of ELLs who have an alternate placement paraprofessional:

### C. Home Language Breakdown and ELL Programs

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

\*EP=English proficient student

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

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

**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
<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							1	5	3	7	4	0	1	21
Chinese							2	4	0	5	1	0	1	13
Russian							3	3	2	5	9	4	0	26
Bengali							0	0	0	0	0	0	0	0
Urdu							0	2	3	8	4	0	0	17
Arabic							4	0	1	4	6	2	1	18
Haitian							0	0	0	0	0	0	0	0
French							0	0	0	0	0	0	0	0
Korean							0	0	0	0	0	0	0	0
Punjabi							0	0	0	0	0	0	0	0
Polish							0	0	0	0	0	0	0	0
Albanian							0	1	1	1	2	0	0	5
Other							0	5	1	5	2	2	0	15
<b>TOTAL</b>	0	0	0	0	0	0	10	20	11	35	28	8	3	115

## Part III: Assessment Analysis

**Assessment Breakdown**

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							3	5	3	5	2	1		19

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							3	3	1	12	13	2	3	37
Advanced (A)							4	8	3	16	6	3		40
Total	0	0	0	0	0	0	10	16	7	33	21	6	3	96

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	5	1	0	0	6
7	13	1			14
8	4	0	0	0	4
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	6				2	1			9
7	8		8		1				17
8	8								8
NYSAA Bilingual (SWD)									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

## After reviewing and analyzing the assessment data, answer the following:

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

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. Brooklyn Studio has purchased Achieve3000 for the 2013/14 year. The ELL team has given the first of three Level-Set Assessment. This assessment measures their literacy levels and writing skills.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Looking at NYSESLAT and LAB-r data, we realize that these exams reveal that most ELLs have difficulty in reading and writing. Furthermore, writing seems to be the hardest skill to master for all ELLs(newcomers and long-term ELLs). The results show that the Urdu, Arabic, Sife, and long-term ELLs struggle the most all four skills.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The RMNR (modality analysis report) is not currently available for the 2013 NYSESLAT exam. These results would 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. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. Students who took regents or state exams in their native language, seemed to have all passed those exams. Students who are newcomers 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. Paste response to questions here:

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))

n/a

6. How do you make sure that a child's second language development is considered in instructional decisions?  
Brooklyn Studio evaluates the success of our ELL program by constantly comparing individual prior results and working to improve any weak points presented. Another way of evaluating our ELLs is analyzing NYSESLAT data to determine the number of students making progress and learning English. Also, by looking at Regents' Results, teachers can determine how successful students are in achieving graduation requirements.

7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

n/a

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
The ELLs' success is evaluated by examining city, state, and school-wide assessments. The results are observed by the ELL team, ELA and content area teachers. In the high school, it is noted that over 60% of the ELLs that took the ELA, Global, and US History regents passed. However, it was obvious when taking the exam in their native language, results were higher. In the middle school, data showed that the ELLs here longer than three years received a high 2 or higher on the ELA exam. Most ELLs received a 2 or higher in Math.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
  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/Coordinator, 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 the 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. currently, Brooklyn Studio has many pedagogues that speak a second language: 11 italian, 6 spanish, 3 Hebrew, 2 Arabic, 2 Russian, 1 Polish, 1 French, 1 Urdu, and 1 Sign Language interpreter. 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 then 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.
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.

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 and/or 10 school days after being admitted into school system, in which all New York City Programs are discussed and videos are watched. This is given by the ESL Coordinator. 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. Ryan 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. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

An 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 ESL/ISS office, Ms. Mannino.

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.

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. ELPC screen in ATS is completed after all paperwork is submitted within 20 days of admission. ELLs who scored below grade-specific level of English proficiency continue to be entitled to ELL services, and those parents of these ELLs will be sent a continued entitlement letter before the beginning of the following school year. All letters, entitlement and placement are distributed, collected, and stored in Ms. Mannino's office.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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 that are entitled take the NYSESLAT. The teachers who administer the exam are Ms. Mannino, Ms. Davi and Ms. Blutstein. 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. However 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.

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

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.

## A. Programming and Scheduling Information

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

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Brooklyn Studio provides a Freestanding English as a Second Language (ESL) program and the ESL instruction is delivered by Ms. Mannino, Ms. Davi, and Ms. Blutstein during the school day. All ELLs are served in their ELA classes by all three teachers: Ms. Mannino 8<sup>th</sup> and 11<sup>th</sup> grades, Ms. Davi 6<sup>th</sup> and 9<sup>th</sup> grades, and Ms. Blutstein 7<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> grades. All beginning and intermediate middle school students are pulled out during their talent classes for further ESL service. All beginner high school students have an additional two periods of self-contained ESL and all intermediate are scheduled for one period.

- a. The organizational model at Brooklyn Studio is Self-Contained and Push-in by both Ms. Mannino, Ms. Davi and Ms. Blutstein. 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.

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)?

Currently, Brooklyn Studio is a 6-12 school. There are 10 6<sup>th</sup> graders, 20 7<sup>th</sup> graders, 11 8<sup>th</sup> graders, 35 9<sup>th</sup> graders 28 10<sup>th</sup> graders, 8 11<sup>th</sup> graders and 3 12<sup>th</sup> graders. Of the 115 ELLs at the school there are 19 newcomers, 19 beginning level ELLs, 37 intermediate level ELLs, and 40 advanced level ELLs. Under CR Part 154, in the High school, beginning level ell receive 540 minutes of ESL instruction per week, and they have total of 15 periods(each period is 45 minutes) from Monday to Friday; the intermediate level ELLs receive 360 minutes of ESL instruction per week, and they have a total of 10 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 5 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. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

In order to help the students progress, we utilize the following practices:

- Collaboration between ESL and content area teachers
- Scaffolding teaching and learning for ELLs in the content area classrooms
- Differentiating instruction for ELLs and providing extra support during work periods
- Additional small group sessions for ELLs before all state assessments
- Use of graphic organizers and visual aids
- Focus on academic literacy and language

Math, Science and Global Studies content area teachers meet regularly 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. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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

The ESL team is constantly reviewing past NYSESLAT and on-going Periodic Assessment data which both focus on all four modalities of English acquisition.

6. How do you differentiate instruction for ELL subgroups?

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

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 devise 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 skill

e. Plan for former ELLs:

- Former ELLs receive testing accommodations for up to two years. These accommodations include: bilingual dictionaries and glossaries, time and a half, separate location and a third ELA reading.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Plan for Special Needs Student :

- ensure that all teachers are familiar with the IEP mandates
- know the students' special need
- 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

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

Paste response to question here:

### 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
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### 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

Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

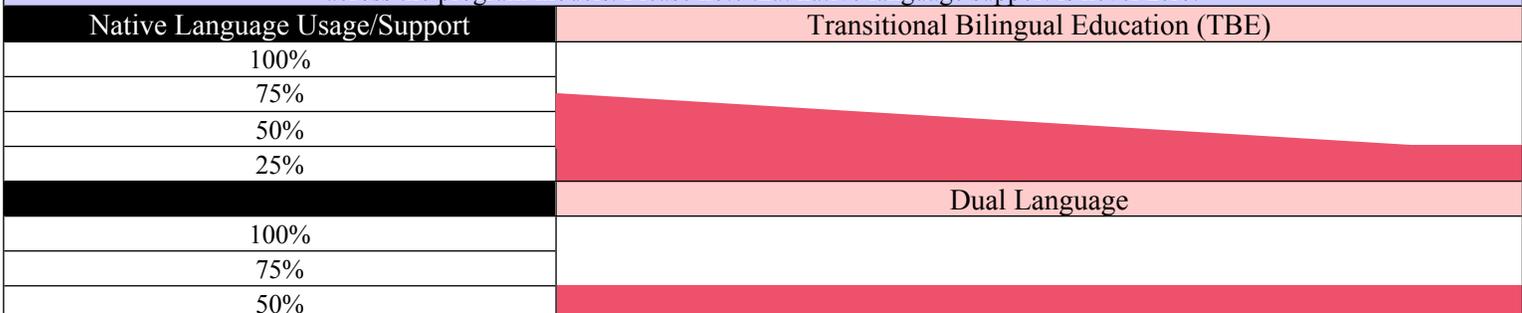
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

### Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



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

**B. Programming and Scheduling Information--Continued**

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

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.

11. What new programs or improvements will be considered for the upcoming school year?

This year Brooklyn Studio has introduced Codex to their middle school ELA classes. The ESL team will be trained in this program. In addition, we are continuously trained in Achieve 3000's changes.

12. What programs/services for ELLs will be discontinued and why?

n/a

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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 (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.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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. We have purchased 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, ipads, glossaries, dictionaries and other resources.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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

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

An orientation is offered before school begins to new incoming students. This orientation tours the school and explains the students their program. Students attend a TitleIII summer school enrichment program at Cavallaro MS and Lafayette HS.

18. What language electives are offered to ELLs?

Italian and Spanish are offered at Brooklyn Studio from grades 7-12 only to former and Advanced ELLs.

19. For schools with dual language programs:

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

N/A

### C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. 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-visitation of classes, demonstration lessons, observations, meeting with ELL Instructional Support Specialists, and school-based staff developers. The ESL team attend various PDs offered through OELL throughout the school year. All three teachers have signed up for Language Diversity & Literacy Development: Supporting ELLs to Access Texts. Furthermore, all three teachers will be signing up for Codex training and any Common Core related PDs. Other staff members like assistant principals, subject area teachers, secretaries, and parent coordinator will be offered a spring PD on ESL Strategies.

2. see number 1

3. 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 accommodations of time and half on exams, separate location, and the use of bilingual dictionaries.

4. Our assistant principal Agnese Fezzuoglio of special 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.

## D. Parental Involvement

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

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name: Brooklyn Studio Secondary**

**School DBN: 21k690**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Andrea F. Ciliotta	Principal		11/15/13
N.Como A. Fezzuoglio	Assistant Principal		11/15/13
Lois Schwartz	Parent Coordinator		11/15/13
Vincenza Mannino	ESL Teacher		11/15/13
Maria Di Graziano	Parent		11/15/13
Marialucia Davi	Teacher/Subject Area		11/15/13
Diana Blutstein	Teacher/Subject Area		11/15/13
n/a	Coach		11/15/13
n/a	Coach		11/15/13
Michelle Ryan	Guidance Counselor		11/15/13
Roberto Hernandez	Network Leader		11/15/13
	Other		11/15/13

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

*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.

## 2012-13 Comprehensive Education Plan (CEP)

### 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: Jose Ruiz	Network Leader: Roberto Hernandez
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> 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 type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 104
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 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 the current time, Title III will serve our 104 ELLs. 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.

We intend to allocate funds for 5 iPads for supplemental instructional support and cohesion amongst the ELL population. The ultimate objective is 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 made sufficient progress in moving our ELLs. We serve a total of 104 students, grades 6-12. Our language of instruction is in English.

Saturday Tutoring for ELLs runs for 16 Sessions: Saturdays starting January 5th – June 22th from 9:00AM-12:00PM (excluding Saturdays during vacation time).

Each Session of service is provided by three teachers: Vincenza Mannino, Marialucia Davi, and Diana Blutstein- 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. 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. We will be purchasing 5 iPads to assist with our growing beginner ESL population.

Brooklyn Studio plans to purchase iPads with Title III funding. Our ELLs will be able to use an iPad during their content and ESL classes. An iPad is a device that an individual holds in his or her hands, making

### Part B: Direct Instruction Supplemental Program Information

language acquisition a very intimate learning process. All learning will be a tactile, tangible, and interactive. Additionally, from a classroom environment standpoint, the immediacy of information in a non-threatening, non-disruptive manner is key in developing comprehension for ELL students. The iPads form factor, being a single slate design, does not create a physical barrier between the teacher and the ELL student and thus provides a more open learning environment. Another positive feature is the iPad's operating system which allows only a single application can be open at a time minimizing possible distractions.

The objective in providing the iPad is to provide ELL students with current technology that will allow them to access thousands of learning applications. This access will positively impact their English language acquisition in ways that would not be afforded to them on conventional computing devices. The unique ability of the iPad is that it allows students and instructors to the newest and most advanced applications that are being developed every day. Beyond the multitude of iPad exclusive opportunities, students will also be able to leverage the iPad to enhance their learning with the iPad's ability to access a standard suite of learning tools such as: translation applications, software for English, reading and mathematics, internet for research purposes, word processing and presentation software, and to obtain the necessary 21st Century skills needed to be successful inside and outside of the traditional educational settings. Being that the iPad is a fully immersive piece of technology, it will ultimately help ELL students to interact without language barriers and become more competitive in an advancing digital world.

### 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 to our three certified teachers, Vincenza Mannino, Marialucia Davi, and Diana Blutstein and they in turn will turn key this information to the rest of the staff. 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 or per-session.

Confirmed Professional Development Schedule-

Differentiating needs of ELLs - 11/9,2/1,4/5,5/31 8:00AM-3:00PM given by Shared Pathways  
Compliance Meetings - 9/14 and 1/10 12:00 - 3:00PM given by CFN (usually given monthly)

### Part D: Parental Engagement Activities

### 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. An ESL informational meeting is given three times a year. This will be given the last weeks of September, January, and May. This meeting helps ELL parents understand our ESL program and school updates. These meetings will be held after-school. Funding for persession, brochures, materials, and refreshments will be paid through Title III.

2. A monthly PTA meeting is held at Brooklyn Studio. All parents are invited and encouraged to attend. All ELL parents receive letters in their native languages and English for these meetings.

2. Brooklyn Studio partners with FIAO, which is a community bases organization that provides free programs for families including English for a Second language for adults.

3. Our parent coordinator Lois Schwartz, is always present in the school and reaches out to parents of our ELLs through translated materials, and or translating services (ex. over the phone translations)

### 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>	\$7227.36	3 hours x 16 Saturdays = 48 Hours 48 hours x 3 teachers = 144 hours 144 hours x \$50.19 = \$7,227.36
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	\$670.40	Per Diem Substitute Teachers 167.60
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> </ul>	\$3302.24	\$1995.00 = 5 iPads II \$1307.24 = Crayons, paper, flashdrives, notebooks, pens, pencils

**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.
<ul style="list-style-type: none"><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>	11200.00	