

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

DRAFT - PENDING SUPERINTENDENT APPROVAL

School Name: BROOKLYN STUDIO SECONDARY SCHOOL

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

Principal: ANDREA F. CILIOTTA

Principal Email: ACILIOT@SCHOOLS.NYC.GOV

Superintendent: MICHAEL PRAYOR

Network Leader: DEBORAH SCHAEFER

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	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Ashley Gutierrez Karanjit Patwar	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Gina Goldberg	Member/ Parent	
Lori Bilboa	Member/ Parent	
Mary Jane Barrone	Member/ Parent	
	Member/ Parent	
	Member/	
Laura Morrissey	Member/ CSA	
Adriana Caruso	Member/ UFT	
Vincenza Mannino	Member/ UFT	
Ferila Primus	Member/ UFT	
Nancy Velazquez	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	
	School Leadership Team Signature Page
X	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ 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)
X	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

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 2015, we will improve we will improve the 4-year total graduation rate of 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 2013-2014 school year 78% of the 2010 Cohort graduated within four years, as indicated by the School Quality Guide.

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.
 - **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.

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

1.
 - **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 will coordinate with Guidance and teachers to meet on a monthly basis to coordinate with students to monitor scholarship progress.

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

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

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

1.
 - **Implementation Timeline:** September 2014-June 2015
 - **Per Term:** Fall and Spring

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

1.
 - 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 2011 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.

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
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 2015, 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 2013-2014 School Quality Guide was 88%.

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.
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A. Strategies/activities that encompass the needs of identified subgroups
<ul style="list-style-type: none"> • <u>Implement a School Wide Student Attendance Policy (that will address High School Attendance needs), Maintain and Review and Continue Implementation of:</u> 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
<ul style="list-style-type: none"> • <u>Target Population:</u> Students in High School grades 9-12, who demonstrate below 97% attendance rate, chronic cutting and absenteeism, LTA's and 407s etc. • <u>Responsible Staff Members</u> 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 2014 – June 2015

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.

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

- 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
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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 all students Grades 9-11 for the 2014-2015 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 1st, 2nd, and 3rd 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 2013-2014 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 1st, 2nd and 3rd year was a) 1st year- 69.4 b) 2nd year 55.6% c) 3rd year 63.6% , as indicated on the NYC School Quality Guide.

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 1st, 2nd, or 3rd 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 2014– June 2015

- 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
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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 2013-2104 school year, the mean adjusted growth percentile for MS ELA was 78% and for MS Math 65%

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 2014 – June 2015

1. January 2014 – April 2015 (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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. <i>repeated readings, interactive writings, etc.</i>)	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)
ELA	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 th and 11 th 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.
Mathematics	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.
Science	Students are offered Regents tutoring for High School (300) and 8 th 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.
Social Studies	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.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	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.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

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).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP)

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding Common Core State Standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing events and activities to improve school community cultural competency, in order to build stronger ties between parents and other members of our school community.
- providing professional development opportunities for school staff with the assistance of parents to improve outreach and communication skills in order to build stronger ties between parents and other members of our school community;

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

more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
 - complete my homework and submit all assignments on time;
 - follow the school rules and be responsible for my actions;
 - show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully

DBN: 21K690

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$607,080.87	X	See action plan
Title I School Improvement	Federal	\$16,961	X	See action plan

1003(a)				
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$13,752.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$4,948,913.00	X	See action plan



Division of Specialized Instruction and Student Support
Office of English Language Learners
 Claudia Aguirre, Chief Executive Officer
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072
<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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 [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Brooklyn Studio Secondary Scho	DBN: 21k690
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below)	
<input 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 checked="" 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: 4	
# of certified ESL/Bilingual teachers: 4	
# of content area teachers: 8	

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: 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 4 TESOL certified teachers.

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

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

Our goal is to improve mathematics and ELA learning. This time is also used for Social Studies and Science Regents Review. The results of our middle and high school progress reports indicate that we have 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 Enrichment 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 four teachers: Vincenza Mannino, Marialucia Davi, Diana Blutstein, and Luisa Frontino- all four TESOL certified. The supervision of the Title III program will be at no cost to the program. Each teacher will take a grade level of ELLs. Ms. Davi - 6th grade, Ms. Blutstein - 7th grade, Ms. Frontino - 8th grade, High School - Ms. Mannino.

Starting November 3rd, Brooklyn Studio will be offering a strategy targeted after school enrichment program. This program will be offered to all ELLs, especially for students who are at risk for Promotion in Doubt. The TESOL certified teachers will Push-in with the content area teachers. The max of each session will be no more than 15 students.

Part B: Direct Instruction Supplemental Program Information

Ms. Mannino-Middle/High School - English/US history - Title III ELLs

Ms. Davi-6th/10th grade - English/Global - Title III ELLs

Ms. Frontino-8th/11th grade - English/Math - Title III ELLs

Ms. Blutstein-7th/9th grade - English/Science - Title III ELLs

Dates: 11/6, 11/7, 11/12, 11/13, 11/19, 11/20, 11/26, 12/3, 12/4, 12/10, 12/11, 12/17, 12/18, 1/7, 1/8, 1/14, 1/15, 1/21, 1/22, 1/23

M-F: 2:20PM - 3:20PM

Sat: 9:00AM-12:00PM

This enrichment program will be after-school and offered to our Title III ELL population only. The ESL teachers will be pushing in with the content area teachers licensed in ELA, Math, Social Studies, and Science. The ESL teachers will be there the whole time. The Title III will fund the ESL teachers stipend for this enrichment activity.

OTPS: We are purchasing Literature Workbooks for instruction for our ELL students. In addition we will be purchasing dictionaries to support these students. Supplies will be purchased for the ELL Students to use which will consist of notebooks, folders, paperclips, pens, paper and any other supplies needed to support ELL instruction. We are also purchasing 3 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. 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

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 weekly department/school-wide conferences and bulletins. Inter-visitation 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 four certified teachers, Vincenza Mannino, Marialucia Davi, Diana Blutstein and Luisa Frontino 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.

All four TESOL licensed teachers will be scheduled to attend the conference given by Dr. Stephen Krashen in Spring 2015(tentative May). Total allotted for this conference will be \$420.00. This conference will present research based methods and strategies for effective second language acquisition. This conference will help our TESOL licensed teachers improve methods used with our Title III supplementary Program.

Bolstering Advanced Literacy Skills for English Language Learners (6-8)

Event: Tuesday, November 4, 2014 from 9:00 a.m. – 3:00 p.m.

This professional development day for teachers of ELLs will address a common issue in 6-8 settings today: promoting academic achievement among ELLs who struggle to acquire the academic English and advanced literacy skills necessary to meet the demands of the Common Core Learning Standards and support college and career readiness. The focus will be on the instructional core, daily classroom practices and actions that teachers might take to foster rich literacy environments, through text and talk, which support ELLs in grades K-8. This event will take place on Tuesday, November 4, 2014, from 9:00 a.m. – 3:00 p.m., location to be announced (TBA) upon registration confirmation.

Ms. FRONTINO and Ms. DAVI will be attending this professional development.

Brain Research: Keeping ELLs in Mind

Event: October 30, 2014; November 24, 2014; December 11, 2014; January 23, 2015, and June 8, 2015 from 8:30 a.m. to 3:00 p.m.

Neuroscience, like pedagogy, looks at learning, but from a substantially different point of view. This difference can be illuminating and exciting in its implications for classroom practice, especially for teachers of English Language Learners, who are responsible not only for delivering curriculum content but for doing so in such a way that it will be effective for students struggling to learn a new language. Educators are more likely to be successful when they have a deeper understanding of the cognitive,

Part C: Professional Development

cultural, and emotional aspects of learning. This four-day professional development series will be held at a Manhattan location on October 30, November 24, December 11, January 23, and June 8, from 8:30 a.m. – 3:00 p.m. For more information, contact Miguel Cordero

Ms. Blutstein and Ms. Mannino will be attending this workshop.

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:

Topic 1: ELL Parent Workshop

Rationale: This workshop will provide all of our Title III ELL parents(104) with details about our school, events, testing and students' progress. Translators will be ordered using Title III Translation and Interpretation money. TESOL teachers will be paid with Title III funding. This night will be held on
Dates: December 3, 2014 and May 6, 2015.

Provider: Brooklyn Studio and Translators

Time: 3:30PM-7:30PM. Parents will be able to come continuously at any point that evening.

Audience: Title III parents.

Part D: Parental Engagement Activities

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Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 21	Borough Brooklyn	School Number 690
School Name Brooklyn Studio Secondary School		

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

Principal Andrea F. Ciliotta	Assistant Principal N. Como, A. Fezzuoglio
Coach n/a	Coach n/a
ESL Teacher Vincenza Mannino	Guidance Counselor Michelle Ryan
Teacher/Subject Area MariaLucia Davi-ESL	Parent Maria Digraziano
Teacher/Subject Area Diana Blutstein-ESL	Parent Coordinator Lois Schwartz
Related Service Provider Carola DiMaggio - Speech	Other type here
Network Leader(Only if working with the LAP team)	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	5	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

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

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In							10	20	11	35	28	8	3	115
Pull-out							6	15	8	9	9	1		48
Total	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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
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
TOTAL	0													

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
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 instruction 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.

Part V: ELL Programming

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 8th and 11th grades, Ms. Davi 6th and 9th grades, and Ms. Blutstein 7th, 10th, and 12th 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 6th graders, 20 7th graders, 11 8th graders, 35 9th graders 2810th graders, 8 11th graders and 3 12th 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).

PThe 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 accomodations for up to two years. These accomodations 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 teacher 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 liscenced ESL teacher.

- Achieve 3000
- SEC and SESIS reportss

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
Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

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

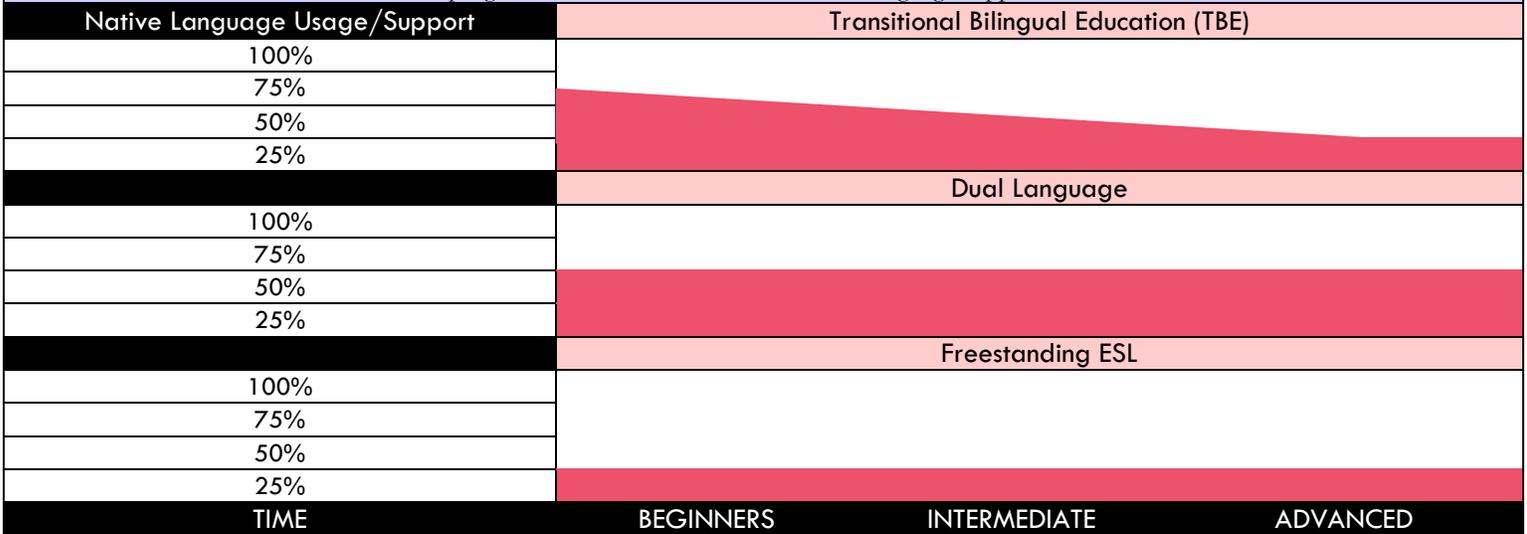
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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 traing 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 accomodations of time and half on exams, separate location, and the use of bilingual dictionaries.

4. Our assistant principal Agnese Fezzuoglioof sepcial education, Ms.Loch-McNulty, keeps a Professional Development binder in her office. In this binder, she has a log of all staff members (Parent Coordinator, secretaries, teachers, para-professionals, psychologists, counselors) that attend Professional Development. The binder includes, attendance, description of PD, and the PD agenda.

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: <u>Brooklyn Studio Secondary</u>		School DBN: <u>21k690</u>	
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

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.