

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

21K690

School Name:

BROOKLYN STUDIO SECONDARY SCHOOL

Principal:

ANDREA CILIOTTA

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: Brooklyn Studio Secondary School School Number (DBN): 21K690
Grades Served: 6-12
School Address: 8310 21st Avenue
Phone Number: 718 266-5032 Fax: 718 266- 5056
School Contact Person: Ferila Primus Email Address: fprimus@schools.nyc.gov
Principal: Andrea F. Ciliotta
UFT Chapter Leader: Paul Cuoccio
Parents' Association President: Maria Di Graziano
SLT Chairperson: Andrea F. Ciliotta
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Maria Di Graziano
Student Representative(s): Sara Abdella
Alisher Khodjaniyazov

District Information

District: 21 Superintendent: Mr. Michael Prayor
Superintendent's Office Address: 6565 Flatlands Avenue Brooklyn, NY 11236
Superintendent's Email Address: mprayor@schools.nyc.gov
Phone Number: 718 968-4100 ext. 1100 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Brooklyn Director: Cheryl Watson-Harris
415 89th St, Brooklyn NY 11209 and 5613 Flatlands Avenue Brooklyn,
Director's Office Address: NY 11234
Director's Email Address: cherylwatson@schools.nyc.gov
Phone Number: (718) 759-4862 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Andrea F. Ciliotta	*Principal or Designee	
Paul Cuoccio	*UFT Chapter Leader or Designee	
Maria Di Graziano	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Maria Di Graziano	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Sara Abdella	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Alisher Khodjaniyazov	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Vincenza Mannino	Member/ CSA	
Laura Morrissey	Member/ CSA	
Adriana Caruso	Member/ UFT	
Nancy Velazquez	Member/ UFT	
Lori Bilboa	Member/ PTA	
Gina Goldberg	Member/ PTA	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
MaryJane Barone	Member/ PTA	
Mary Tomasulo	Member/ PTA	
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Brooklyn Studio Secondary School is a 6-12 school located in the heart of Bensonhurst, Brooklyn. A neighborhood built on a long standing tradition of family values and multi-linguicism, our school represents the polyglot that is Bensonhurst. We take great pride in educating the diverse families of the community.

Although a school of the community, our school is structured to provide an instructional program that is Common Core based and prepares students for high school, college and career. Our partners in education are also, of the community like FIAO, College Now and St. Francis College.

Vision Statement

*We believe that all students can learn and contribute positively to the community. **Our vision is to create a learning environment that allows our students to become productive, successful members of society.** We must stress everyday the values of responsibility, hard work, respect and cooperation and instill in students the motivation to learn.*

Mission Statement:

OUR MISSION IS TO CREATE AN INTERDEPENDENT LEARNING COMMUNITY WHERE ALL STUDENTS REGARDLESS OF RACE, ETHNICITY OR DISABILITY BECOME STRATEGIC LEARNERS, CAPABLE OF CREATIVELY AND EFFECTIVELY PROCESSING INFORMATION. THE COMBINED EFFORTS OF PARENTS, TEACHERS, STUDENTS, AND THE COMMUNITY AT LARGE WILL ENHANCE STUDENTS' ABILITY TO "LEARN HOW TO LEARN". THIS WILL ALLOW THEM TO BECOME ACTIVE LEARNERS AND PERFORMERS AFTER THEY LEAVE SCHOOL, CAPABLE OF DEALING WITH NEW KNOWLEDGE AS IT EMERGES AND ENCOURAGES THEM TO MATURE INTO ACTIVE CITIZENS AND LEADERS WHO RESPECT AND CELEBRATE DIVERSITY AND INDIVIDUALITY WITHIN THEIR COMMUNITY.

*We believe that all students learn best when they are **ENGAGED**. To this end, the instructional focus for our school is: a) student to student interaction b) ongoing checking for understanding c) using textual evidence to support ideas d) rigor as aligned to Webb's*

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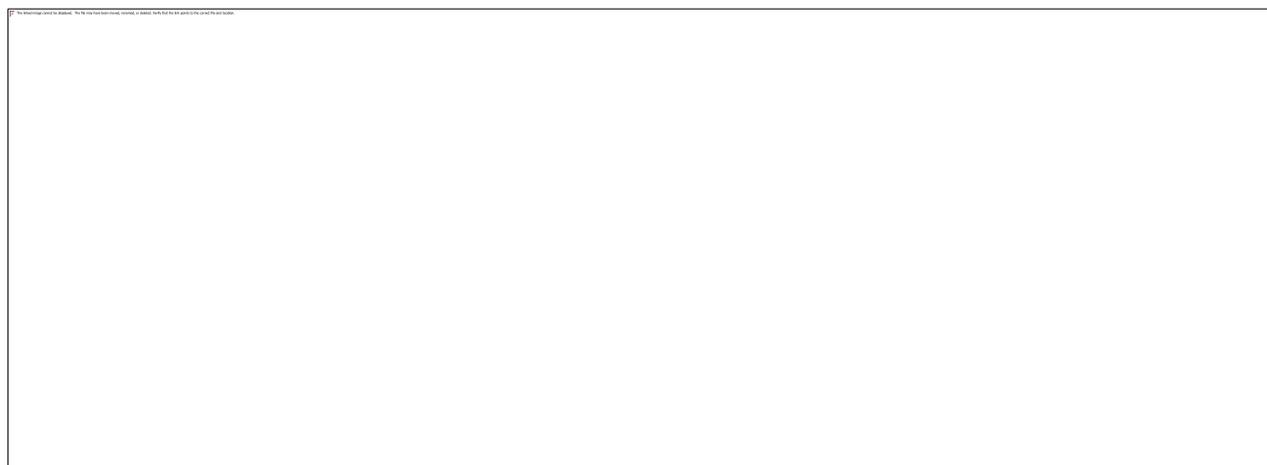
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Our school services students of all educational needs, from Honors to Special Education to English as a Second Language. Regardless of population, we expect our students to reach the highest levels of academic achievement through an instructional program that is standards based and scaffolded to meet learning needs. Since our classes are heterogeneously mixed, we understand the challenge of meeting a myriad of learning needs. We employ different

learning strategies to support learning based on Universal Design for Learning principles. One strategy in particular, multiple entry points, allows the teacher to plan for all students to have access into the curriculum and lessons. For our ELL students, we understand the need for students to receive the pertinent language acquisition skills, while at the same time, the social/emotional support to be successful in school. ELL students follow predominately a push-in model of services, reserving one-two periods a day in an ENL pull out program.

With regards to *the NYC Framework for Great Schools*, Brooklyn Studio has made great strides in bringing all stakeholders to work together to improve student achievement and increase learning opportunities:

Pedagogy- utilizing our Instructional Leadership Team, teachers collaborate to identify key learning needs of *professionals and provide professional development aligned to the Danielson Framework for Teaching. This has resulted in increasing the quality of teacher pedagogy, as evidenced by Advance data.*

Supporting Student Achievement and Social/Emotional Growth- utilizing feedback from students, teachers and parents, Brooklyn Studio has utilized our school schedule and devoted teacher C6 and afterschool professional periods to engage in teacher team meetings that analyze student work products to make adjustments in to curriculum and instruction or to discuss student social/emotional growth to support student achievement.

This year, along with continuing the aforementioned work, we will collaborate to strengthen our family-community ties, to further support Brooklyn Studio's presence in the community. Adopting the motto, "Unity is Community", we will collaborate with all stakeholders and utilize resources to support and augment our relationship with the community and parents.

21K690 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	906	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	11	# Music	14	# Drama
# Foreign Language	13	# Dance	7	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	67.1%	% Attendance Rate		89.9%
% Free Lunch	68.6%	% Reduced Lunch		7.0%
% Limited English Proficient	12.3%	% Students with Disabilities		17.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.1%	% Black or African American		5.4%
% Hispanic or Latino	23.7%	% Asian or Native Hawaiian/Pacific Islander		15.1%
% White	55.7%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.94	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	1.8%	% Teaching Out of Certification (2013-14)		7.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		6.86
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	36.2%	Mathematics Performance at levels 3 & 4		34.8%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		62.8%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	81.4%	Mathematics Performance at levels 3 & 4		62.3%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	83.3%	% of 2nd year students who earned 10+ credits		79.7%
% of 3rd year students who earned 10+ credits	73.8%	4 Year Graduation Rate		78.0%
6 Year Graduation Rate	77.2%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	NO	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Brooklyn Studio has been committed to quality instruction for all students for the past four years. Prior to any mandate from the NYCDOE or NYSED, we conducted short frequent cycles of observation for teachers using the Danielson Framework for Teaching around competencies 1e (Designing Coherent Instruction), 3b (Questioning and Discussion Techniques and 3d (Assessment). At Studio, we believe that students learn best when they are engaged. To that measure our CEP for 2014-2015 was to have 80% of our teachers rated effective or higher in Danielson Competency 3c, Engagement- 87% of our teachers met this goal.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

93% of our teachers will receive an overall HEDI rating of effective or higher in 3c Engaging Students in Instruction from the Danielson Framework for Teaching, as indicated by the Advance Dashboard by June 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>			
<p>Create a teacher peer intervention program that targets teachers in accordance to their rating in 3c. Teachers will visit each other to learn and implement best practices in alignment to our Instructional Focus and Danielson 3c (Engagement in Instruction)</p>	<table border="1"> <tr> <td data-bbox="625 1014 732 1161">Teachers</td> <td data-bbox="737 1014 889 1161">September-June</td> <td data-bbox="894 1014 1112 1161">Principal, Assistant Principals, Teachers</td> </tr> </table>	Teachers	September-June	Principal, Assistant Principals, Teachers		
Teachers	September-June	Principal, Assistant Principals, Teachers				
<p>Create a Professional Development plan designed around the Instructional Focus, with a particular target on the pedagogic practice of Checking for Understanding.</p>	<table border="1"> <tr> <td data-bbox="625 1276 732 1383">Teachers</td> <td data-bbox="737 1276 889 1383">September-June</td> <td data-bbox="894 1276 1112 1383">Assistant Principal, Instructional Leadership Team</td> </tr> </table>	Teachers	September-June	Assistant Principal, Instructional Leadership Team		
Teachers	September-June	Assistant Principal, Instructional Leadership Team				
<p>Create and publish a quarterly newsletter (in multiple languages) sharing with all community stakeholders about our Instructional Focus and the support, best practices and progress in teachers moving towards this goal, in addition promoting opportunity for parents to engage in workshops about instruction at Studio.</p>	<table border="1"> <tr> <td data-bbox="625 1476 743 1761">Teachers, parents</td> <td data-bbox="748 1476 899 1761">November, January, March and May</td> <td data-bbox="904 1476 1112 1761">Instructional Leadership Team, Instructional Assistant Principals, Assistant Principal ELL.</td> </tr> </table>	Teachers, parents	November, January, March and May	Instructional Leadership Team, Instructional Assistant Principals, Assistant Principal ELL.		
Teachers, parents	November, January, March and May	Instructional Leadership Team, Instructional Assistant Principals, Assistant Principal ELL.				

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

HR- Funding to support salaries of Teachers, Assistant Principals; utilization Instructional Leadership Team, ELL teachers, NYC Translation Unit, Parent Coordinator, PTA

Instructional resources- ASCD learning materials; Learning Times web series.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

We will monitor progress using the Advance Dashboard in November, February and April around Danielson 3c. Data will demonstrate growth of each teacher and gauge professional development.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Although not necessarily deemed as a “popular” subject by adolescents, mathematics skills play an integral role in augmenting reasoning and problem solving skills. Additionally, mastering the necessary mathematic skills increases students’ college and career readiness and prepares them to be part of the more competitive industries of the our century. Given this, a school must engage students to challenge themselves to meet greater growth in mathematics. Thus, it is understood that this can only happen through a school’s commitment in providing the necessary skills, resources and social/emotional support to students. Our data shows based on the NYC School Quality Guide 14-15, that middle school mathematics demonstrated a 10 point increase in the Adjusted Growth Percentile (as compared to ST 13-14). Also, the past three years, the MS Median Adjusted Growth Percentile, Lowest Third has increased from 65-73 pct. The MS Math 75pct Growth Percentile for ELL students has fluctuated, although showing growth between SY13-14 and SY 14-15 from 28-57. Finally for HS, our Math overall percentage rate was .99. Given the NYSED Accountability Report 14-15, although we made AYP overall for MS and HS Math, we still need to make AYP for our subgroup of white students.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

To support education in mathematics whereas students will be supported in their learning process yet, challenged through rigorous instruction. This will show an increase in the MS Median Adjusted Growth Percentile on the 15-16 NYC School Quality Report from 63-66, in MS Math 75pct Growth Percentile for ELL students from 57.4-60 and a five percentage point increase on the overall Regents pass rate in Math on the NYC School Quality Report. Finally, to meet AYP on the NYSED School Accountability Report 15-16 in Math overall and for the subgroup of white students.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>												
<p>Revise Mathematics Curriculum grades 6-12 to provide routinized opportunities for students to show work in the classroom, on assessments and curriculum unit tasks, providing the necessary supports for ELL students.</p> <p>To have 1% of the total population of students in the AMC program in grades 8th, 10th and 12th.</p> <p>To have 100% of Mathematics teachers rated highly effective in accordance to the Danielson Rubric competency 3c-Engaging students in instruction.</p> <p>To increase use student work products from mathematics to analyze strength and challenges in meeting mathematics standards and make necessary adjustments into curriculum and instruction.</p>	<table border="1"> <tr> <td data-bbox="600 1016 792 1159">MS Math students 6-12 with ELL students</td> <td data-bbox="792 1016 941 1159">September-June</td> <td data-bbox="941 1016 1091 1159">Assistant Principal</td> </tr> <tr> <td data-bbox="600 1159 792 1339">Students 8th, 10th and 12th grade.</td> <td data-bbox="792 1159 941 1339">September-June</td> <td data-bbox="941 1159 1091 1339">Assistant Principal, COSA, teacher advisor</td> </tr> <tr> <td data-bbox="600 1339 792 1453">Teachers of Mathematics 6-12</td> <td data-bbox="792 1339 941 1453">September-June</td> <td data-bbox="941 1339 1091 1453"></td> </tr> <tr> <td data-bbox="600 1453 792 1566">Teachers of Mathematics 6-12</td> <td data-bbox="792 1453 941 1566">September-June</td> <td data-bbox="941 1453 1091 1566"></td> </tr> </table>	MS Math students 6-12 with ELL students	September-June	Assistant Principal	Students 8 th , 10 th and 12 th grade.	September-June	Assistant Principal, COSA, teacher advisor	Teachers of Mathematics 6-12	September-June		Teachers of Mathematics 6-12	September-June			
MS Math students 6-12 with ELL students	September-June	Assistant Principal													
Students 8 th , 10 th and 12 th grade.	September-June	Assistant Principal, COSA, teacher advisor													
Teachers of Mathematics 6-12	September-June														
Teachers of Mathematics 6-12	September-June														

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

HR- funding for salaries Assistant Principal, teachers

School Schedule- use of afterschool time for subject team in math to meet

Materials- Engage CCSS math resources

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Assessment Plan- monitor student progress throughout the year, December 2015, January 2016, March 2016.

Math Team meeting finding every 8-weeks starting in October.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Teachers either new to the profession or new to Brooklyn Studio may face challenges in developing their pedagogic practice that aligns to our Vision, Mission and Instructional Focus. It is the responsibility of a school community to support newer teachers in acclimating to school culture, develop effective and positive relationships with their students and receive the tools to develop pedagogic practice. Data trends indicate on Advance that teachers need support in Domain 3 (3b Questioning and Discussion Techniques and 3d Assessment).

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 10% of teachers will engage in a professional development series individual tailored to their needs in accordance to the Danielson Framework for Teacher and will show growth in the pedagogic areas as evidence by effective ratings in Domains 2 and 3 based on reports from Advance.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>									
<p>Utilize the ILT to create and implement a teacher inter-visitation program that supports teacher learning in Domain 2 and 3.</p> <p>Teachers identified will be provided mentors to support them in developing pedagogic practice aligned to Domains 2 and 3.</p> <p>Probationary Teachers will participate in a Professional Development series around Danielson Domain 3 (3b- Questioning and Discussion Techniques, 3c Engagement, 3d Assessment</p>	<table border="1"> <tr> <td data-bbox="561 1012 821 1125">New Teachers/ Teachers HEDI Developing</td> <td data-bbox="821 1012 928 1125">Sept.- 6/2/16</td> <td data-bbox="928 1012 1094 1125">Principal, Assistant Principals</td> </tr> <tr> <td data-bbox="561 1125 821 1272">New Teachers/Teachers HEDI Developing</td> <td data-bbox="821 1125 928 1272">Sept.- 6/30/16</td> <td data-bbox="928 1125 1094 1272">Principal, Assistant Principals, Teachers</td> </tr> <tr> <td data-bbox="561 1272 821 1381">New Teachers/ Teachers HEDI Developing</td> <td data-bbox="821 1272 928 1381">Sept.- 6/30/16</td> <td data-bbox="928 1272 1094 1381">Principal</td> </tr> </table>	New Teachers/ Teachers HEDI Developing	Sept.- 6/2/16	Principal, Assistant Principals	New Teachers/Teachers HEDI Developing	Sept.- 6/30/16	Principal, Assistant Principals, Teachers	New Teachers/ Teachers HEDI Developing	Sept.- 6/30/16	Principal		
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New Teachers/Teachers HEDI Developing	Sept.- 6/30/16	Principal, Assistant Principals, Teachers										
New Teachers/ Teachers HEDI Developing	Sept.- 6/30/16	Principal										

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>

HR- Salaries for Principal, Instructional Assistant Principals, Teachers

Instructional Resources- New Teacher Workbook, Danielson resources, Advance

Schedule- Use of afterschool Professional Development time

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Advance to monitor HEDI ratings for teachers after 2nd, 3rd round of observations. Mid-meeting with AP and teacher to discuss progress of goals and HEDI ratings.

Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

In the past five years, Brooklyn Studio has shown an increase in our ELL population, moving from approx. 35 students seven years ago to approx.120 students presently. With that, our increased population has prompted shifts in curriculum and pedagogic practice, so that ELL students can meet the same expectations as students in general education. Our data however, has demonstrated inconsistencies in the past four years with regard to our MS ELL students and their growth English Language Arts, as evidenced by the NYC School Quality Report, MS ELA 75 PCT. Growth Percentile (11-12 59.2, 12-13 55.1, 13-14 60, 14-15 53.8). We believe that creating systems to support our teachers professionally in supporting students’ social and emotional growth will augment student growth.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, Middle School ELL students will show an increase of growth on the MS ELA exam by 7 points, from 53.8 to 60, as evidence by the NYC School Quality Report, ELA PCT 75th Growth Percentile, ELL.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>												
<p>ENL teachers will take part school- wide teacher teams that a) analyze student work products to make instructional adjustments aligned to our instructional focus b) discuss students social/emotional growth to support academic achievement.</p> <p>ENL teachers will take part in ENL specific teacher teams that a) analyze student work products based on English acquisition level to make instructional adjustments aligned to our instructional focus b) discuss students social/emotional growth to support academic achievement.</p> <p>Take part and turn-key in a professional development program specifically designed to support ENL pedagogy as aligned to the Danielson Framework for Teaching: 3c Engagement, 1e Designing Coherent Instruction, 1a Content</p> <p>ENL teachers will conduct interim assessment of students to analyze trends in student growth and predict levels of proficiency on the 2016 MS ELA exam</p>	<table border="1"> <tr> <td>ENL teachers, ENL AP</td> <td>Sept- June</td> <td>Principal, AP's</td> </tr> <tr> <td>ENL teachers, ENL AP</td> <td>Sept- June</td> <td>Principal, ENL AP</td> </tr> <tr> <td>ENL Teachers, ENL AP</td> <td>Sept- June</td> <td>ENL AP</td> </tr> <tr> <td>ENL Teachers, ENL AP</td> <td>Sept- June</td> <td>ENL AP, ENL teachers</td> </tr> </table>	ENL teachers, ENL AP	Sept- June	Principal, AP's	ENL teachers, ENL AP	Sept- June	Principal, ENL AP	ENL Teachers, ENL AP	Sept- June	ENL AP	ENL Teachers, ENL AP	Sept- June	ENL AP, ENL teachers		
ENL teachers, ENL AP	Sept- June	Principal, AP's													
ENL teachers, ENL AP	Sept- June	Principal, ENL AP													
ENL Teachers, ENL AP	Sept- June	ENL AP													
ENL Teachers, ENL AP	Sept- June	ENL AP, ENL teachers													

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

HR- ENL AP, ENL teachers, GE teachers

Schedule- school schedule C6 time, time to attend PD

Instructional Resources- ENL Common Core resources

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Interim and predictive assessments December 2015 and February 2016.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

As a school with a student body largely comprised of students who live in the immediate area of our school, the importance of community and family ties is one we greatly value. In past years, parent involvement and communication as well as community partnerships have continued to increase through the implementation of PupilPath and partnerships with F.I.A.O and the Jewish Community Center of Brooklyn. With a focus on career and college readiness, it is imperative that as a school we foster new community partnerships as well as increase activity offerings for our students and their guardians.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 60% of parents and 75% of students will take part and utilize information from workshops designed to enrich the civic life of our changing community a) use of Skedula (Pupil Path) b) SAT and ACT preparation c) College Scholarships and FASFA d) Career Development e) selecting insurance f) money management g) health and wellness (flu season)

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
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<p>Students and parents will participate in a Skedula (Pupil Path) workshop on the following topics: utilizing Pupil Path; analyzing data on Pupil Path, bridging parent and school through Pupil Path.</p> <p>9th grade students will participate in a “Day of Service”, a community service clean-up program. Students will write a response to day of service for freshman which will assess impact it had on students.</p> <p>Students will participate in a grade service project. Students will first take survey to all students to assess interest levels and implement project.</p> <p>Offerings for community based programs to support parents will be implemented: a)CPR training for parents through Rite Aid partnership b) Financial Management program for students/parents through after</p>	<table border="1"> <tr> <td data-bbox="553 1081 857 1228">Students of all grade levels and parents.</td> <td data-bbox="857 1081 922 1228">Sept-June</td> <td data-bbox="922 1081 1128 1228">COSA, guidance, administration & teachers.</td> </tr> <tr> <td data-bbox="553 1228 857 1375">Students</td> <td data-bbox="857 1228 922 1375">Fall</td> <td data-bbox="922 1228 1128 1375">COSA, guidance, administration & teachers.</td> </tr> <tr> <td data-bbox="553 1375 857 1522">Students of all grade levels.</td> <td data-bbox="857 1375 922 1522">Fall</td> <td data-bbox="922 1375 1128 1522">COSA, guidance, administration & teachers.</td> </tr> <tr> <td data-bbox="553 1522 857 1885">Students of all grade levels. Students with disabilities/ELLs/High achieving students/Low achieving students Parents</td> <td data-bbox="857 1522 922 1885">Sept-June</td> <td data-bbox="922 1522 1128 1885">COSA, guidance, administration & teachers.</td> </tr> </table>	Students of all grade levels and parents.	Sept-June	COSA, guidance, administration & teachers.	Students	Fall	COSA, guidance, administration & teachers.	Students of all grade levels.	Fall	COSA, guidance, administration & teachers.	Students of all grade levels. Students with disabilities/ELLs/High achieving students/Low achieving students Parents	Sept-June	COSA, guidance, administration & teachers.		
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Students of all grade levels.	Fall	COSA, guidance, administration & teachers.													
Students of all grade levels. Students with disabilities/ELLs/High achieving students/Low achieving students Parents	Sept-June	COSA, guidance, administration & teachers.													

school program c) Drivers Ed. partnership offered through BSSS	Community Organizations				

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
HR- Salaries for Teachers, Administrators, COSA position, Guidance Counselors, Parent Coordinator, Tech Coordinator, SE Coordinator											
Instructional Resources- Professional Development pertinent materials, Skedula (Pupil Path) materials											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
Feburary Mid-Point check-in.											
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Analysis of NYSED MS ELA exam data, student scholarship reports and teacher recommendations.	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	Analysis of NYSED MS Math exam data, student scholarship reports and teacher recommendations.	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	Analysis of NYSED MS Science exam data, student scholarship reports and teacher	Students are offered Regents tutoring for High School (300) and 8 th grade students	Small Group, one to one tutoring.	After the school day.

	recommendations. For High School, analysis of Progress to Graduation Data determines targeted tutoring.	taking the HS Earth Science Regents (30). Students also attend tutoring 2x a week.		
Social Studies	Analysis of Progress to Graduation Data determines targeted tutoring.	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.)	Teacher recommendations, data from teacher-teams, IEP recommendations.	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.

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Teacher staffing is based on instructional needs. Teachers hired support the instruction program. We utilize a series of avenues to attract quality teachers in license: Brooklyn College, Hofstra University and St. Francis College, New Teacher Finder. Additionally, we partner with Brooklyn College and Hofstra University. We recruit teachers that hold dual certifications to support the needs of our students.</p> <p>Teachers are engaged in Professional Development that is aligned to the Danielson Framework and is based on Advance data from observation reports, teacher self assessment and teacher goals.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Teachers- Professional Development is determined based on teacher self-assessment, Advance data and the pre-assessment classroom visits. The Instructional Leadership team develops and implements professional development for teachers centered on CCSS and Danielson Framework and Instructional Focus. Professional development is utilized both in-house and through suggested NYCDOE professional development as indicated in the Principal's weekly.</p> <p>Paraprofessionals- Professional Development is based on self-assessment surveys, and classroom observations. Paraprofessionals utilize professional development both in and outside of school.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The MOSL Committee selects assessments linked to courses at the beginning of every year. Determinations are based on teacher feedback and quality of assessments. Additionally, teachers of courses are consulted on use of periodic assessments as indicated in Brooklyn Studio’s assessment plan.

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	610,197.00	X	12,14,16,18,20
Title II, Part A	Federal	0		
Title III, Part A	Federal	13,172.00	X	12,14,16,18,20

Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	5,248,542.00	X	12,14,16,18,20

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school. In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality 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;

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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 with 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 to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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: <u>Brooklyn Studio Secondary Scho</u>	DBN: <u>21k690</u>
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
Total # of ELLs to be served: <u>104</u>
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: <u>4</u>
of certified ESL/Bilingual teachers: <u>4</u>
of content area teachers: <u>8</u>

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.

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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

Part B: Direct Instruction Supplemental Program Information

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 iPad form factor, being a single slate design, does not create a physical barrier between the teacher and the ELL student and thus provides a more open learning environment. Another positive feature is the iPad's operating system which allows only a single application can be open at a time minimizing possible distractions.

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

Part C: Professional Development

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

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

Begin description here: ESL and subject area teachers are involved in a variety of staff development activities that ensure the successful implementation of instructional strategies that enhance the education of ELLs. These activities include 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

Part C: Professional Development

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, 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.

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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	_____	_____

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

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Andrea F. Ciliotta	Assistant Principal Fezzuoglio/Katz/Mannino/Morris
Coach n/a	Coach n/a
ENL (English as a New Language)/Bilingual Teacher 3	School Counselor Ryan, Caruso, Pena, Victorio
Teacher/Subject Area MariaLucia Davi/ESL	Parent Maria DiGraziano
Teacher/Subject Area Diana Blutstein/ESL	Parent Coordinator Angelica Diaz
Related-Service Provider Carol DiMaggio	Borough Field Support Center Staff Member type here
Superintendent Michael Prayor	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	3	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	923	Total number of ELLs	118	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	118	Newcomers (ELLs receiving service 0-3 years)	70	ELL Students with Disabilities	13
SIFE	2	Developing ELLs (ELLs receiving service 4-6 years)	25	Long-Term (ELLs receiving service 7 or more years)	23

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	70			25			23		13	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

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	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							0	2	1	10	4	2	2	0
Chinese							0	3	5	3	0	1	0	0
Russian							0	0	4	9	3	2	0	0
Bengali							0	0	0	0	0	0	0	0
Urdu							0	1	0	5	6	0	1	0
Arabic							6	1	4	4	2	1	0	0
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	0	0	1	1	1	1	0
Other							5	5	8	7	2	5	0	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 One of the ways that early literacy is assessed is by administering the NYSITELL/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 ENL students to ensure they get the correct number of minutes. Also, it gives the school an insight on what support is needed for these newcomers. Brooklyn Studio has given the Interim Assessment for all ELLs and will analyze all data on November 3rd. This assessment measures their literacy levels and writing skills.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Looking at NYSESLAT and NYSITELL 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.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 N/A
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - Students who took regents or state exams in their native language, seemed to have all passed those exams. Students who are new comers and have taken these state exams have scored low or failed their exams.
 - Although newly trained in reading ELL Periodic Assessments, our ENL 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 better assist our ELLs.
 - From the Periodic Assessments our school learned that students are lacking vocabulary, reading, and writing skills. The Buddy system allows students to initially communicate in their native language with others and guide them when needed during the newcomer process.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
n/a
6. How do you make sure that a student's new 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 target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
 n/a
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
 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 ENL teacher/Assistant Principal, Ms. Mannino conducts the initial screening and administers the Home Language Identification Survey (HLIS) to determine NYSITELL 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 NYSITELL is given to identify the child as an English Language Learner or English Proficient. The test is scanned through the ATS scanner 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, 8 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 the child is enrolled in the appropriate program chosen by the parents within ten days. In Spring, the New York State English as a Second Language Test (NYSESLAT) is administered to all ELLs and are scheduled to take all four parts(listening, speaking, reading, and writing) during school hours.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
Students are given an oral interview questionnaire. However studnets who speal Arabic, Bengali, Chinese, or Spanish we admister the LENS. If a student scores an intermediate, transitioning level or higher on the NYSESLAT, they are no longer considered SIFE.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
The LPT team consists of Ms. Ciliotta (principal), Ms. Mannino (Assistant principal of ENL) , Ms. Davi (ENL teacher) , Mr. Katz (special education assistant princial), the parent/guardian of the student, and interpreter when needed. The LPT reviews evidence of the students' English development. The team decides if the student takes the NYSITELL based on students' history, evaluations, and information provided by CSE. If the team recommends the student, then the student takes the NYSITELL to determine their English

proficiency. However, if the LPT determines that the student shouldn't take the NYSITELL, the recommendation is sent to the principal for review. The principal reviews the teams' recommendation. If the principal agrees with the team, the final decision is made by the superintendent, however, if the principal disagrees, the student continues with the identification process.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
An ENL 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 ENL entitlement letters to fill out at the orientation or take home and is asked to return the signed form within one week to the ENL teacher. The ENL assistant principal, 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 ENL program. Files of all Parent Surveys, Program Selection forms, and continuation letters are stored in Ms. Mannino's office.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
We send out Continued Entitlement Letters to the parent/guardians of our continuing ELLs in their home language in the beginning of the year, in which we explain that the ENL services continue due to the NYSESLAT results.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
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 ELLs (Transitional Bilingual, Dual Language and Freestanding ENL) 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 ENL 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 ENL assistant principal. Freestanding ENL is the only program available at the Brooklyn Studio, and if parents choose Transitional Bilingual or Dual Language program, our guidance counselors, Ms. Ryan, Ms. Caruso, Ms. Pena, and Ms. Victorio, and ENL assistant, 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 ENL class, which is the case at the Brooklyn Studio School. Parent selection forms are kept in the ENL 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.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
??
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The ENL assistant principal, 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 ENL program. Files of all Parent Surveys, Program Selection forms, and continuation letters are stored in Ms. Mannino's office.
9. Describe how your school ensures that placement parent notification letters are distributed.
Parent notification letters are mailed in the home language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL documentation of each child is securely stored in the ENL assistant principal's office.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The NYSESLAT is given annually to students who appear on the RLAT report from ATS. ENL assistant principal 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. Davi, Ms. Blutstein, and Ms. Frontino. Together with the ENL assistant principal and 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 ENL program and continue to receive services and those who score at or above command 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 ENL program.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Our school distribute and mail out notification letters at home in the home language.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
Currently the program model of freestanding ENL is in alignment with the parents requests, evidenced by the fact that they have all chosen the ENL program model Brooklyn Studio offers.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
- Freestanding ENL program.
 Brooklyn Studio provides a Freestanding ENL program and the ENL instruction is delivered by Ms. Davi, Ms. Blutstein, and Ms. Frontino during the school day. All ELLs are served in their ELA classes by all three teachers: Ms. Frontino 6th, 10th, and 11th grade, Ms. Davi 7th grade, and Ms. Blutstein 6th and 10th grade. All beginning and intermediate middle school students are pulled out during their talent classes for further ENL service. All beginner high school students have an additional two periods ENL services and all intermediate are scheduled for one period. In the ENL classes, the ELLs are grouped heterogeneously and are taught by the licensed ENL teachers. Push-in support is given in the middle school during English Language Arts.
 - TBE program. *If applicable.*
 N/A
 - DL program. *If applicable.*
 N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
 Currently, Brooklyn Studio is a 6-12 school. There are 11 6th graders, 12 7th graders, 22 8th graders, 39 9th graders, 18 10th graders, 12 11th graders, and 4 12th graders. Of the 118 ELLs at the school there are 70 newcomers, 25 developing ELLs, and 23 long term ELLs 13 of which are SWD.. Under CR Part 154, in the High school, entering ELLs receive 540 minutes of ENL instruction per week, and they have total of 15 periods(each period is 45 minutes) from Monday to Friday; the emerging ELLs receive 360 minutes of ESL instruction per week, and they have a total of 10 periods of ENL from Monday to Friday, and the transitioning and expanding ELLs receive 180 minutes of ENL instruction per week, and they have a total of 5 periods from Monday to Friday. In addition, the transitioning and expanding ELLs receive 180 minutes of ELA instruction per week All ELLs have a regular schedule for ENL classes and for content area classes.
 - Depending on their proficiency level, all the ELLs receive from 180 minutes to 540 minutes a week of self-contained ENL instruction and/or Push in the content areas.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
- In order to help the students progress, we utilize the following practices:
- Collaboration between ENL 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
 - Use of bilingual glossaries

- Use of Ipads

Content area teachers meet regularly with the ENL 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 home 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 ENL 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 ENL 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 each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

The ELL subgroups include SIFE students and newcomers who have been in US schools for less than three years, ELLs who have been receiving ENL 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
 - use of Ipads
 - students are given biligual glossaries for each content

c. Plan for Developing ELLs:

- analyze the data from NYSESLAT and baseline assessments 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 support to enrich their language and academic skills

e. Plan for former ELLs up to two years after exiting ELL status:

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

The principal, Ms. Ciliotta reviews the re-identification process decision to make sure that the student's academic progress has not been adversely affected. Ms. Ciliotta meets with the ENL assistant principal, Ms. Mannino and the parent/guardian, and the student. If together, they believe the child is affected by the previous decision, we must provide the student with services. If Ms. Ciliotta decides to reverse the ELL status, she consults with the superintendent. A final decision notice must be in writing to the parent/guardian, and/or student in the parent's home language within 10 school calendar days.

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

Plan for Special Needs Student :

- ensure that all teacher are familiar with the IEP mandates
- know the students' special needs
- collaboration between the ENL teacher and IEP contact person. Brooklyn Studio provides a Freestanding English as a New Language (ENL) program and the ENL instruction is delivered by the teachers, the licsenced ENL teacher.
- SEC and SESIS reports

Chart 7 does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

ELL-SWDs receive ENL support in English Language Arts or in the ENL pull out classes. In addition, their IEPs are analyzed to get a better understanding in which content based classes they need the extra support. Special education teachers and ENL teachers try to make content accessible via various access points and differentiating when needed, allowing our students to reach their goals.

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

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

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

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



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

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

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

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

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

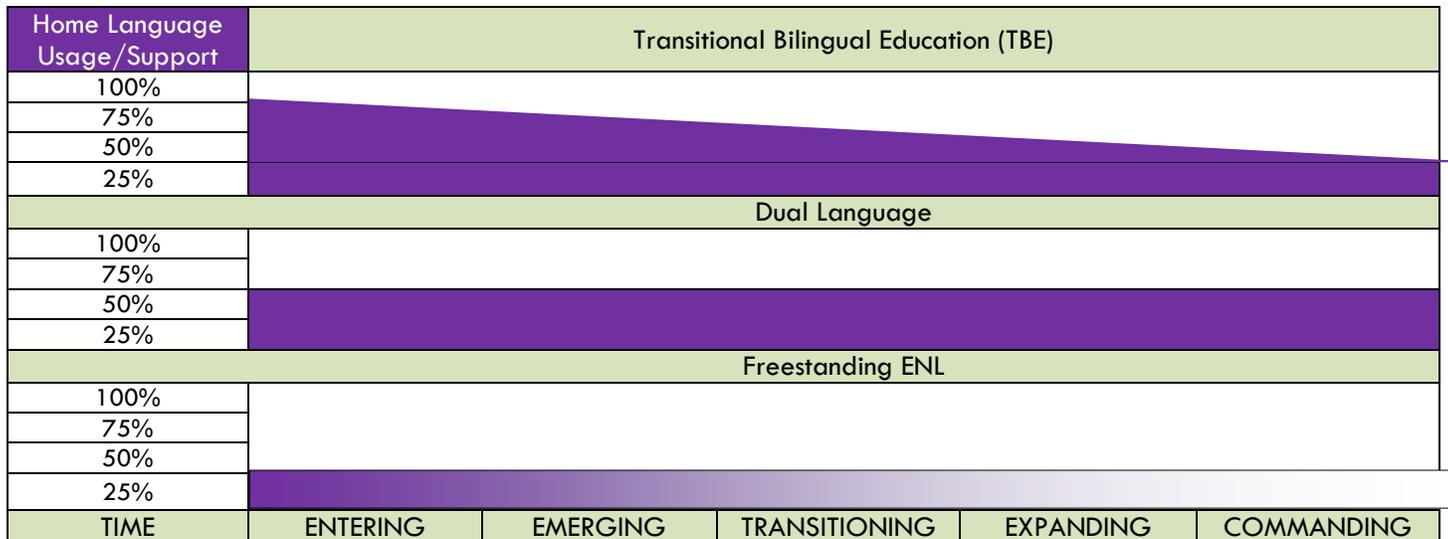


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. 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 ENL 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 ENL 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. ENL 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 ENL strategies for Math and Science.)
11. 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 ENL teachers keep track on SKedula on how they are performing in their content areas and exams. Our ENL assistant principal has informed every ELL or former ELL that Room 206 has been designated for tutoring, dictionaries, computers, Ipads, and other ENL 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.
12. What new programs or improvements will be considered for the upcoming school year?
Brooklyn Studio has been using Codex in the middle school ELA classes and this year we have introduced Collections to our high school ELA classes. The ENL team has been trained for Codex and will be trained in Collections.
13. What programs/services for ELLs will be discontinued and why?
N/A
14. 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. Kirshner (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, Chess, Student Government Committees, and various other programs offered at Brooklyn Studio. Ms. Mannino and the ENL teachers explain 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.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Instructional materials that are used at Brooklyn Studio include the following: Bilingual dictionaries, bilingual content glossaries, English dictionaries, laptops, Ipads 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.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Brooklyn Studio supports native language in the ENL model by: providing translators when needed, buddy system, and use of bilingual dictionaries and glossaries.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Brooklyn Studio believes in instructing and providing mandated services in grouping of proficiency levels.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
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 Title III summer school enrichment program at Lafayette HS.
19. What language electives are offered to ELLs?
Italian, Spanish. And Sign Language are offered at Brooklyn Studio from grades 7-12 only to former and Advanced ELLs.
20. For schools with dual language programs:

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

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
ENL 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 ENL team attend various PDs offered through OELL throughout the school year. Furthermore, all three teachers will be signing up for Content-based instruction strategies for ELLs and Common Core State standards for ELLs. Other staff members like assistant principals, subject area teachers, secretaries, and parent coordinator will be offered a PD on ENL Strategies.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
See number 1.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Ms. Mannino supports the staff members by distributing a snapshot of each ELL. The snapshot includes the students' proficiency level, native language, and years in the country. Ms. Mannino also describes the ELL accommodations of time and half on exams, separate location, and the use of bilingual dictionaries.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Our assistant principal Agnese Fezzuoglio 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.

C. Parental Involvement

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

Paste response to question here:

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

Paste response to question here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
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.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Brooklyn Studio partners with FIAO, which is a community based organization that provides free programs for families including English as a New language for adults.

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

Our parent coordinator Angelica Diaz, 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.

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

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

D. Additional Information

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

Paste response 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. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Andrea F. Ciliotta	Principal		10/30/15
Vincenza Mannino	Assistant Principal		10/30/15
Angelica Diaz	Parent Coordinator		10/30/15
MariaLucia Davi	ENL/Bilingual Teacher		10/30/15
Maria DiGraziano	Parent		10/30/15
Diana Blutstein	Teacher/Subject Area		10/30/15
Luisa Frontino	Teacher/Subject Area		10/30/15
n/a	Coach		10/30/15
n/a	Coach		10/30/15
Adriana Caruso	School Counselor		10/30/15
Michael Prayor	Superintendent		10/30/15
Michealle Karakollukcu-Gregory	Borough Field Support Center Staff Member		10/30/15
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 21K690 **School Name: Brooklyn Studio Secondary School**
Superintendent: Michael Prayor

Before you begin, please check the following:

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

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

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

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

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

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 interpretation service.

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

Spanish, Chinese(Mandarin and Cantonese), Urdu, Russian, Arabic(two types of dialects), Korean, Albanian, Uzbek, Italian

Part B: Creating a Communications Calendar

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

Parent-teacher conference announcements, PTA meetings, after-school program information, and all State testing dates.

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

Parent-teacher conferences, orientations, PTA, IEP meetings, and dean intervention meetings.

Part C: Providing Language Assistance Services

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

Most of the translations will be done through the Translation & Interpretation Unit and interpreters hired through Big Word.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

See above

Part D: Training Staff on Policies and Procedures

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

The Assistant principal of ENL, Ms. Mannino, provides professional development on how to use the translation services and over-the-phone interpretation service.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

Part F: Monitoring and Quality Control

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

Parent Survey and feedback.