2018-19
COMPREHENSIVE EDUCATIONAL PLAN (CEP)

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

School Name: BROOKLYN STUDIO SECONDARY SCHOOL

Principal: ANDREA CILIOTTA
Comprehensive Educational Plan (CEP) Outline

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# Section 1: School Information Page

## School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Brooklyn Studio Secondary School</th>
<th>School Number (DBN):</th>
<th>21K690</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEDS Code:</td>
<td></td>
<td></td>
<td>033414</td>
</tr>
<tr>
<td>Grades Served:</td>
<td></td>
<td></td>
<td>6-12</td>
</tr>
<tr>
<td>School Address:</td>
<td></td>
<td></td>
<td>8310 21st Avenue</td>
</tr>
<tr>
<td>Phone Number:</td>
<td></td>
<td></td>
<td>718 266-5032</td>
</tr>
<tr>
<td>Fax:</td>
<td></td>
<td></td>
<td>718 266-5056</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Ferila Primus</td>
<td>Email Address:</td>
<td><a href="mailto:fprimus@schools.nyc.gov">fprimus@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Andrea F. Ciliotta</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Craig Cutaneo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents' Association President:</td>
<td>Ms. Melinda Miller</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Andrea F. Ciliotta</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Ms. Rosemary Alessandro</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CBO Representative:</td>
<td></td>
<td></td>
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</table>

## District Information

<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>21</th>
<th>Superintendent:</th>
<th>Mr. Michael Prayor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address:</td>
<td>6565 Flatlands Avenue Brooklyn, NY 11236</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:mprayor@schools.nyc.gov">mprayor@schools.nyc.gov</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718 968-4100 ext. 1100</td>
<td>Fax:</td>
<td></td>
</tr>
</tbody>
</table>

## Field Support Center (FSC)

| FSC:                  | Brooklyn | Executive Director: | Cheryl Watson-Harris |
Executive Director’s Office Address: 415 89th St, Brooklyn NY 11209 and 5613 Flatlands Avenue Brooklyn, NY 11234

Executive 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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrea F. Ciliotta</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Craig Cutaneo</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Melinda Miller</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Fatima Azimova</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
</tr>
<tr>
<td>Jose Toshua</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Laura Morrissey</td>
<td>Member/CSA</td>
<td></td>
</tr>
<tr>
<td>Antoinette Fuccio</td>
<td>Member/ UFT</td>
<td></td>
</tr>
<tr>
<td>Kelley Robinson-Pagan</td>
<td>Member/UFT</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Ferila Primus</td>
<td>Member/UFT</td>
<td></td>
</tr>
<tr>
<td>Rosemary Alessandro</td>
<td>Member/UFT</td>
<td></td>
</tr>
<tr>
<td>Lori Bilboa</td>
<td>Member/PTA</td>
<td></td>
</tr>
<tr>
<td>Nick Cerce</td>
<td>Member/PTA</td>
<td></td>
</tr>
<tr>
<td>Monique Whyte</td>
<td>Member/PTA</td>
<td></td>
</tr>
<tr>
<td>Cherie Lang</td>
<td>Member/PTA</td>
<td></td>
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<td>Member/PTA</td>
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<td>Member/PTA</td>
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<td></td>
<td>Member/</td>
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</tbody>
</table>
The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

**Equity and Excellence for All: Diversity in New York City Public Schools**

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

**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 five 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

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong></td>
<td>The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong></td>
<td>School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>

### 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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

1. What is your school’s mission statement?

|  |

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. Although S.T.O.R.M. drives our work, we believe that student engagement occurs when students are making their thinking visible in reading, writing and speaking.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

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-linguistic teaching practices, 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. Just this year, our Digital Media and Communication program was certified a CTE program!

3. Describe any special student populations and what their specific needs are.

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.

4. Identify 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.
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 after-school 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. Additionally, our C6 structure this year allows for teachers to support students social/emotional growth through the facilitation of clubs. We have also partnered with College Access for All, AP for ALL, TEALS, to encourage students in planning for their next steps after high school.

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. Our priority if transparency in report student progress, through the usage of SKEDULA/Pupil Path and in fostering stronger ties with the community at large to address social needs within the community (SAPIS, DYC, NYC Board of Health Liaison, Valley National Bank).
<table>
<thead>
<tr>
<th>School Demographics and Accountability Snapshot for 21K690</th>
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</table>

### School Configuration (2018-19)
- **Grade Configuration**: 06,07,08,09,10,11,12
- **Total Enrollment (2017-18)**: 942
- **SIG Recipient (Y/N)**: No

#### English Language Learner Programs (2018-19)
- **N/A**: N/A
- **Self-Contained English as a Second Language**: N/A

#### Special Education Programs/Number of Students (2015-16)
- **Types and Number of Special Classes (2018-19)**
- **# Special Classes (ELA)**: 26
- **# SETSS (ELA)**: 51
- **# Integrated Collaborative Teaching (ELA)**: 196
- **# Special Classes (Math)**: 34
- **# SETSS (Math)**: 41
- **# Integrated Collaborative Teaching (Math)**: 172

#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)
- **Elementary/Middle School**
  - **American Indian or Alaska Native**: N/A
  - **Black or African American**: N/A
  - **Hispanic or Latino**: N/A
  - **Multi-Racial**: N/A
  - **Limited English Proficient**: N/A
  - **Economically Disadvantaged**: YES ALL STUDENTS

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - **American Indian or Alaska Native**: N/A
  - **Black or African American**: N/A
  - **Hispanic or Latino**: N/A
  - **Multi-Racial**: N/A
  - **Limited English Proficient**: N/A
  - **Economically Disadvantaged**: YES ALL STUDENTS

- **Met Adequate Yearly Progress (AYP) in Science (2016-17)**
  - **American Indian or Alaska Native**: N/A
  - **Black or African American**: N/A
  - **Hispanic or Latino**: N/A
  - **Multi-Racial**: N/A
  - **Limited English Proficient**: N/A
  - **Economically Disadvantaged**: NO ALL STUDENTS

- **High School**
  - **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - **American Indian or Alaska Native**: N/A
  - **Black or African American**: N/A
  - **Hispanic or Latino**: Yes
  - **Multi-Racial**: N/A
  - **Limited English Proficient**: N/A
  - **Economically Disadvantaged**: YES ALL STUDENTS

  - **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
    - **American Indian or Alaska Native**: N/A
    - **Black or African American**: N/A
    - **Hispanic or Latino**: YES
    - **Multi-Racial**: N/A
    - **Limited English Proficient**: N/A
    - **Economically Disadvantaged**: YES ALL STUDENTS

  - **Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**
    - **American Indian or Alaska Native**: N/A
    - **Black or African American**: N/A
    - **Hispanic or Latino**: N/A
    - **Multi-Racial**: N/A
    - **Limited English Proficient**: N/A
    - **Economically Disadvantaged**: YES ALL STUDENTS
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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

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 end, our CEP goal for 2017-2018 was to have 93% of our teachers rated effective or higher in Danielson Competency 3c, Engagement. At the close of the 17-18 school year, the data showed that 92.3% (48 out of 52 teachers rated) of teachers were rated "Effective" overall with 28.8% (15 out of 52) teacher rated "Highly Effective" overall in 3c.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

By February 2019, 93%, and by June 95% respectively, of teachers, will receive an overall HEDI rating of Effective or Highly Effective in Danielson competency 3C Engaging Students in Instruction from the Danielson Framework for Teaching, as indicated by the Advance Dashboard by June 2019.
### Part 3a – Action Plan

| 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: |
|---|---|---|---|
| • Evidence-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). |
| Target Group(s) Who will be targeted? | Timeline What is the start and end date? | Key Personnel Who is responsible for implementing and overseeing the activity/strategy? |
| Create a teacher peer-intervention program that targets teachers in accordance with their rating in 3c. Teachers will visit each other to learn and implement best practices in alignment with our Instructional Focus and Danielson 3c (Engagement in Instruction). | Teachers | September-June 2018-19 | Principal, Assistant Principals, Teachers |
| Create a Professional Development plan designed around the Instructional Focus, with a particular target on the pedagogic practice of Engagement. Provide cycles of professional development that support teacher practice around Danielson 3c Engagement. | Teachers | September-June 2018-19 | Assistant Principal, Instructional Leadership Team |
| Create an Observation Cycle where observations are: a) conducted so actionable feedback can be given and teacher have the opportunity to implement feedback and b) feedback templates are created to standardize the support given to teachers given at a particular point in time in the observation cycle (inter-visitation, lesson planning, buddy program) | Teachers | September-June 2018/2019 | Principal, Assistant Principals |

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parents will be informed of this CEP at the PTA meeting in November 2018 and it will be shared via our website. By February 2019, parents will be informed, via the school website, of our progress towards this goal. At the March PTA meeting a presentation will be given to inform parent about the Danielson Framework and how Studio supports good teaching.

### 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, 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.

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<tr>
<th></th>
<th>Tax Levy</th>
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<th>Title I SWP</th>
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<th>Title I TA</th>
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<th>Title II, Part A</th>
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<th>Title III, Part A</th>
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<td>PTA Funded</td>
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<td>In Kind</td>
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### 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 to glean data from all observation reports for 3c, Engagement, in November, February and April around Danielson 3c. Data will demonstrate the progress of each teacher and will inform conversations in Cabinet and with the ILT to monitor and revise professional development during the year.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

Advance data tool will be used to assess progress.

**Part 5c.** In February 2019, 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**

<table>
<thead>
<tr>
<th>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</th>
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</thead>
<tbody>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
</tr>
</tbody>
</table>

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

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 skills increases students’ college and career readiness and prepares them to excel in the the more competitive industries of this 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. Students at Brooklyn Studio must show greater progress in passing math exams with a 65 or higher. At the end of June of 2018, 59.91% of the students passed the Algebra Regents, 65% passed the Geometry Regents and 67.53% passed the Advanced Algebra and Trig Regents. Additionally, with regards to the W Cohort, 53% scored a 65 or higher on the Algebra Regents by August 2018, 16% of the W Cohort passed the Algebra Regents by August 2018 with an 80 or higher and 49% passed the Algebra Regents by August 2018 with a 70 or higher.

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 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.

By June 2019, 80% of all Algebra I 9th grade (X Cohort) students in all subgroups will pass the Algebra Regents with a 65% or higher, and 40% of Algebra students in all subgroups receive an 80 or higher on the Algebra Regents, thus increasing the NYCDOE College and Career Readiness in Mathematics.
### 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| Restructure Math Sequence  
  a) For students based on Integrated Algebra Regents score for the first time:  
  If 80+ move to Geometry Fall 2018  
  If 65-79 move to Algebra Bridge Program to support retake of exam in January 2018 for a score of 80.  
  If 0-64 move to four term Algebra Program to relearn math skills to succeed in algebra.  
  b) For students taking Advance Algebra and Trig:  
  If 75 or higher on the Geometry Regents place in Advanced Algebra and Trig. | 10 and 11 grade grade students | June 2018 and September 2018 | Principal, Guidance Counselor, Math AP and Math Teachers. |
| Create educational opportunities for students in yearly math courses for the first time, who failed the Fall term, to earn credit is required math courses | Students programmed for Math | Spring Term (January 2017-June 2018) | Math AP Programmer Guidance |
| Utilize the web- based program ALEKS to support students mastering of math standards for each course. | Students programmed for Math | Start up November, 2018  
Monitoring of progress December, February, March, and June, 2019 | Math AP Math Teachers |
HS Math Subject Team will use a protocol to analyze student work products to make instructional adjustments to the curriculum to support students.

| Math Teachers | 2x a month starting in September | Math AP Math Teachers |

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

We will send information to the parents via a letter, and on our school website that speaks about how we wish to support our students in Math, both in the classroom and outside, and how they can support their children. At the December-January PTA meetings, parents will learn about ALEKS and how they can use the program to support their child’s math education at home.

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 for salaries Assistant Principals and teachers
- School Schedule- use of afterschool time for subject team in math to meet
- Materials- Engage Common Core State Standards math resources
- ALEKS web based program

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

|  | Tax Levy |  | Title I SWP |  | Title I TA |  | Title II, Part A |  | Title III, Part A |  | Title III, Immigrant |
|---|---|---|---|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |  |  |  |  |
|  | C4E |  | 21st Century Grant |  | SIG |  | 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.

The HS Final for Algebra, Geometry and Adv. Alg and Trig. in January will serve as the midpoint assessment to determine school progress.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

- ALEKS assessment data, Mid-Term and Final Data Analysis Sheets and Regents Scholarship reports.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

A new teacher wants to be the most effective they can be with students and their achievement. How a teacher is supported by the school they work in can make the difference in how and if this happens. Out of the 55 teachers at Brooklyn Studio, 13 teachers have been in the school system for 4 years or less (23.6%) and 6 (11%) in the school system for less than 2 years. Moreover, 8 out of the 13 scored between a 2.45-3.11 in their MOTP 17-18. It is vital that they are given more intensive professional development in pedagogy to support their growth, student achievement and increase their potential for longevity and efficacy in the profession.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 the end of the 2018-2019 school year, our new teacher professional development series will impact the overall MOTP score of teachers in the following ways: a) 8 out of the 13 teachers will score an overall MOTP score of 3.25 or higher b) 4 out of the 13 teachers will score a 3.65 or higher and c) 1 teacher in their 1st year will score a 3.00 or higher.

1. 2018-19 CEP
### 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:**

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
</tbody>
</table>

1. **Identify teachers:**
   - a) 1-3 years of teaching overall or b) 1st year teacher at Studio
   - c) teachers in tenure extension 18-19.
   - a) 1-3 years of teaching overall or b) 1st year teacher at Studio
c) teachers in tenure extension 18-19.  
   - September 2018  
   - Principal

2. **Use IPC goals set at the beginning of the year and Danielson rating 1e and rating in Domain 3 (3b, 3c, 3d) of 1st 2 observations to implement personalized professional development for teachers.**
   - a) 1-3 years of teaching overall or b) 1st year teacher at Studio
c) teachers in tenure extension 18-19.  
   - September 2018 and December 2018  
   - Principal, Assistant Principals

3. **Create and implement an after-school Professional Development program that offers teachers a "deeper dive" into Danielson Competencies 1e, 3b, 3c and 3d as a "New Teacher Professional Development Series: classroom management, unit writing, lesson planning, questioning, engagement, assessment, feedback, and rubrics.**
   - a) 1-3 years of teaching overall or b) 1st year teacher at Studio
c) teachers in tenure extension 18-19.  
   - January 2019- March 2019  
   - Principal

4. **Teachers will participate in the inter-visitation program to see best practices given their IPC goal and progress along Domain 1e and Domain 3.**
   - a) 1-3 years of teaching overall or b) 1st year teacher at Studio
c) teachers in tenure  
   - January 2019-March 2019  
   - AP Math Instructional Leadership Team  
   - Host Teachers
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parents will receive web-based information about our CEP, its goals and what they mean to our community. At the PTA meeting in December, parents will learn about how the school is supporting or new teachers in their pedagogic development.

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 Principal, Instructional Assistant Principals, Instructional Leadership Team.
- Instructional Resources- Danielson Framework, ASCD textbooks.
- School Schedule- use of after-school time for teachers to meet.
- Per Session funds.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>C4E</th>
<th>21st Century Grant</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
<th>Title III, In Kind</th>
<th>Other</th>
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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.

The first two observation reports, along with the IPC goals set by the teachers, will be the starting point. A walkthrough in January will be the mid-point progress monitoring mark. The third and fourth cycle observations will determine progress towards the goal.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

ALEKS assessment data, Mid Term and Final Data Analysis Sheets and Regents Scholarship reports.

**Part 5c.** In February 2019, 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

<table>
<thead>
<tr>
<th>Question</th>
<th>Details</th>
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</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>action plan for this Framework element?</td>
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</tbody>
</table>

In the past five years, Brooklyn Studio has shown an increase in our ELL population, moving from approx. 35 students eight years ago to approx. 190 students presently. One subgroup within the ELL population that has increased in the number of MS students at a beginner level who have entered public school in their middle school years. Five years ago, we did not have this population, now we have about 20. As with any ELL student we wish to set them up for success when they take the NYS ELA Exam. Last year 18 students took the MS ELA exam for the first time in grades 6-8. Out of the 18 students, 15 showed growth, whereas 7 moved up within a level and 8 moved up a full level. We believe that creating systems to enhance our teachers professionally in supporting students’ social and emotional growth will augment student growth. Out of the 18 students, at the end of the 2017-2018 school year, the data showed that 11 out of 18 (61%) students scored a level two or higher as indicated by the MS ELA results.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Goal</th>
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<tbody>
<tr>
<td>Indicate your school’s 2018-19 goal for improving student outcomes</td>
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<tr>
<td>and school performance that addresses this element of the Framework</td>
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<tr>
<td>for Great Schools–Effective School Leadership. Your goal must be</td>
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<tr>
<td>responsive to the identified priority need(s) indicated in Part 1,</td>
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<tr>
<td>and be written as SMART—Specific, Measurable, Achievable, Relevant,</td>
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<tr>
<td>and Time-bound.</td>
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</table>

By June 2019, 70% of MS ENL students taking the MS ELA for the first time, will score a 2 or higher on the exam.
### Part 3a – Action Plan

**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL Teachers</td>
<td>Twice a month from September 2018-June 2019</td>
<td>Principal, AP's</td>
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<tr>
<td>ENL AP</td>
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<tr>
<td>ENL teachers will take part in 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.</td>
<td>ENL Teachers ENL AP</td>
<td>Once a month September 2018-June 2019</td>
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<td>ENL Teachers</td>
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<td>ENL AP</td>
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<tr>
<td>ENL teachers will 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.</td>
<td>ENL Teachers ENL AP</td>
<td>Four times a year in November, December, January, March.</td>
</tr>
<tr>
<td>ENL teachers will conduct interim assessment of students to analyze trends in student growth and predict levels of proficiency on the 2019 MS ELA exam.</td>
<td>ENL Teachers ENL AP</td>
<td>Three times a year in October, January and March.</td>
</tr>
<tr>
<td>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.</td>
<td>ENL Teachers ENL AP</td>
<td></td>
</tr>
<tr>
<td>ENL teachers will 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.</td>
<td>ENL Teachers ENL AP</td>
<td></td>
</tr>
<tr>
<td>ENL teachers will conduct interim assessment of students to analyze trends in student growth and predict levels of proficiency on the 2019 MS ELA exam.</td>
<td>ENL Teachers ENL AP</td>
<td>Three times a year in October, January and March.</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Host a workshop and/or meeting with parents and ENL/ELA teachers to share this goal how we can work together to support students.

### 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.

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<th>fund source(s)</th>
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<td>21st Century Grant</td>
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</table>

**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.

Three times a year in October, January and March, the data from the MS interim assessments will be monitored and make adjustments in planning where needed.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Scores from interim and predictive assessments MS ELA scores will be used to assess final progress.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

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 Pupil Path and partnerships with F.I.A.O, NYCDOE Office of College and Career Readiness, the Department of Health etc. 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. AT THE END OF THE 17-18 SCHOOL YEAR, THE DATA SHOWED THAT WE MET OUR GOAL OF 80% OF PARENTS AND 100% OF THE STUDENTS RESPECTIVELY TOOK PART IN ONE OF THESE ACTIVITIES.

Part 2 – Annual Goal

Indicate your school's 2018-19 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 2019, 85% of parents and 100% of students will take part in at least workshop, presentation and event 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) social emotional growth

f) health and wellness g) safety and school culture.
### Part 3a – Action Plan

**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
<tr>
<td>Students and Parents</td>
<td>September-June 2018-19</td>
<td>COSA, guidance, administration &amp; teachers, Parent Coordinator</td>
</tr>
</tbody>
</table>

**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.**

<table>
<thead>
<tr>
<th>Target Group(s)</th>
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<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with disabilities, ENL, High/Low Achieving, Community Organizations.</td>
<td>September-June 2018-19</td>
<td>COSA, teachers, guidance, administration, Parent Coordinator</td>
</tr>
</tbody>
</table>

**Offerings for community based programs to support parents and/or students will be implemented, but not limited to:**

- CPR training for seniors;
- Winter and Spring Dance and Music Shows;
- Senior college and financial aid workshops;
- Junior college informational workshops;
- Participation in the NYC College Fair at the Jacob Javits Center;
- High School Admissions Application process;
- Peer-peer anti bullying training sponsored by the Anti-Defamation League;
- Participation in SAAD week;
- HealthPlex Dental Screening;
- Literacy through the Book Fair.

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students and Parents</td>
<td>September 18-June 19</td>
<td>PTA President, Parent Coordinator.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>September 18-June 19</td>
<td>Principal</td>
</tr>
</tbody>
</table>

**Increase the presence of parents at PTA meetings to share information.**

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
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<tr>
<th>Target Group(s)</th>
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<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>September 18-June 19</td>
<td>Parent Coordinator</td>
</tr>
</tbody>
</table>

**Create information on school website for parents.**

**3b – Parent and Family Engagement**

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

Utilization of School Messenger, School Website, and Title I Parent Information Screen to get information out to parents about upcoming events.

**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

PTA 1% funds to purchase and install electronic sign to promote events and foster better communication with parents and the community at large. Additionally, PTA Title 1 funds will be used to create a lending library or resources for parents to utilize.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

**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.

Starting at the December SLT meeting, attendance sheets of parents and students taking part in these workshops, events etc will be presented to ensure that our percentages are being met. At each SLT meeting after December, updated sheets will be presented to inform meeting our goals.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Sign-in sheets from events to determine the % of parents and students that have taken part of events within the building.

**Part 5c.** In **February 2019**, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Analysis of NYSED MS ELA exam data, student scholarship reports and teacher recommendations.</td>
<td>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 10th and 11th 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)</td>
<td>Small group, one to one.</td>
<td>During and after the school day.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Analysis of NYSED MS Math exam data, student scholarship reports and teacher recommendations.</td>
<td>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.</td>
<td>Small group, one-to-one tutoring.</td>
<td>During and after the school day.</td>
</tr>
<tr>
<td>Science</td>
<td>Analysis of NYSED MS Science exam data, student scholarship reports and teacher recommendations. For High School, analysis of Progress to Graduation Data determines targeted tutoring.</td>
<td>Students are offered Regents tutoring for High School (300) and 8th grade students taking the HS Earth Science Regents (30). Students also attend tutoring 2x a week.</td>
<td>Small Group, one to one tutoring.</td>
<td>After the school day.</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Analysis of Progress to Graduation Data determines targeted tutoring.</td>
<td>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.</td>
<td>Small Group, one to one tutoring.</td>
<td>After the school day.</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Teacher recommendations, data from teacher-teams, IEP recommendations.</td>
<td>Small group and one to one counseling services (100). Students receive counseling needs based on recommendation or as part of IEP.</td>
<td>Small group and one to one counseling.</td>
<td>During the school day.</td>
</tr>
</tbody>
</table>
**Section 7: Support for Students in Temporary Housing (STH)**

**Directions:**
- *All* Title I schools must complete Part A of this section.
- *All* Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>For the 2017-2018 school year, there are 23 students either living in temporary housing (temporary, &quot;doubling up&quot; or shelter).</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>We use our funds to purchase needed school supplies (books, pens, pencils, calculators, book bags, etc); seasonal clothing (coats, hats, scarves, gloves, boots); classroom resources and needed electronic equipment for school (I Pad, laptop, translator, etc.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>For the 2017-2018 school year, there are 23 students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td></td>
</tr>
</tbody>
</table>
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

We use our funds to purchase needed school supplies (books, pens, pencils, calculators, book bags, etc); seasonal clothing (coats, hats, scarves, gloves, boots); classroom resources and needed electronic equipment for school (I Pad, laptop, translator, etc.)

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

We did not receive.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

| X | Schoolwide Program (SWP) | Targeted Assistance (TA) Schools | Non-Title I |

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.

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.

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.

2b. High Quality and Ongoing Professional Development

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

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.

Paraprofessionals- Professional Development is based on self-assessment surveys, and classroom observations. Paraprofessionals utilize professional development both in and outside of school.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A

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.).

N/A

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. Finally, teachers are part of the Instructional Leadership Team that makes recommendations and facilitates Professional Development for teachers on a whole, group and individual basis.

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 codes. 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 consolidated. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$575,235</td>
<td>X</td>
</tr>
</tbody>
</table>
Title II, Part A | Federal | 0 |
Title III, Part A | Federal | 17,230 | X | 5a, 5b, 5c, 5d, 5e |
Title III, Immigrant | Federal | 0 |
Tax Levy (FSF) | Local | 5,971,252 | X | 5a, 5b, 5c, 5d, 5e |

**Explanation/Background:**
Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of 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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parent Involvement Policy (PIP) Template</strong></td>
</tr>
</tbody>
</table>

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 Elementary and Secondary School (ESSA) 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.

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.

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Brooklyn Studio</strong> will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>
● 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;

<table>
<thead>
<tr>
<th>Parental Involvement and School Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To increase and improve parent involvement and school quality, the school will:</strong></td>
</tr>
</tbody>
</table>

● 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., ESSA/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 Elementary and Secondary School 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;

#### Encouraging School-Level Parental Involvement

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)

**School-Parent Compact (SPC) Template**

Brooklyn Studio, in compliance with the Section 1118 of Title I, Part A of the Elementary and Secondary School (ESSA) 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: High Quality Curriculum

#### 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 Elementary and Secondary School (ESSA) Act;

I. School Responsibilities: Supporting Home-School Relationships

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;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;
I. School Responsibilities: Providing General Support to Parents

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 Elementary and Secondary School Act Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

II. Parent/Guardian Responsibilities

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 |

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 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
</table>

This school is (check one):  
- conceptually consolidated (skip part E below)  
- 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):  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Before school</td>
<td>After school</td>
</tr>
</tbody>
</table>

| Total # of ELLs to be served:       |

| Grades to be served by this program (check all that apply):  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>1</td>
</tr>
</tbody>
</table>

| Total # of teachers in this program:       |
| # of certified ESL/Bilingual teachers:       |
| # of content area teachers:       |
Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the
- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: 

integrating

After school
In the ENL program, English is the language of instruction; ENL lasses are differentiated by levels of English Language acquisition. Students work to prepare for the NYSESLAT, which is a marker of progress. ENL 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, ELA, history, and science learning. The team analyzes the data from the previous year and creates strategies to support ELLs after school. This data includes, ELA/MATH middle school exams, regents results, and overall cohort transcripts. 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 139 students, grades 6-12. Our language of instruction is in English.
Saturday Enrichment for ELLs runs for 16 Sessions: Saturdays starting January 7th – June 24th from 9:00AM-12:00PM (excluding Saturdays during vacation time).
Each Session of service is provided by four teachers: Marialucia Davi, Diana Blutstein, Francescsca, Davi, and Luisa Cary- all four TESOL certified and core teachers on a rotation basis. The supervision of the Title III program will be at no cost to the program. Each teacher will take a grade level of ELLs. 6th grade - Ms. Blutstein, 6th grade - Ms. Cary, 7th grade - Ms. M. Davi, 8th grade, and Ms. F. Davi High School.
Starting November 2nd, 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. During this after-school tutoring, the teacher targets the students needs and supports them in the classroom. The ENL teachers supplement with the two new programs purchased with this money. Program #1 - Brainpop - ENL subscription Reading program and Program #2 - ENL reading smart program students are able to utilize the IPADS and use the program for enrichment. The TESOL certified teachers will Push-in with the content area teachers. The max of each session will be no more than 15 students.

Ms. F. Davi Middle School/High School - English/US history - Title III ELLs
Ms. Blutstein-6th/9th grade - English/Global - Title III ELLs
Ms. M. Davi-8th grade - English/Math - Title III ELLs
Ms. Cary-7th/10th grade - English/Science - Title III ELLs
Part B: Direct Instruction Supplemental Program Information

Dates: Every Wednesdays, Thursdays, and Fridays starting November 2nd until the end of the year.
Every Saturday starting January 7th until June 22th: 9:00AM-12:00PM
This enrichment program will be after-school and offered to our Title III ELL population only. The ENL teachers will be integrating with the content area teachers licensed in ELA, Math, Social Studies, and Science. The ENL teachers will be there the whole time. The Title III will fund the ENL teachers stipend for this enrichment activity.

OTPS: * Consumable Workbooks
*Bilingual textbooks
*Dictionaries
*Folders, pens, paper, notebooks, and any other supplies to support ELL instruction and strategies
*IPADs set just for the after-school/Saturday school program to assist in supporting the Enrichment for the ELLs.

Brooklyn Studio plans to purchase iPads with Title III funding. In addition to our ELLs being able to use IPADS during their, students are able to come to ROOM 211 after school and use IPADs to assist with translation, homework, and projects. All learning will be a tactile, tangible, and interactive. Additionally, from a classroom environment standpoint, the immediacy of information in a non-threatening, non-disruptive manner is key in developing comprehension for ELL students. The iPads form factor, being a single slate design, does not create a physical barrier between the teacher and the ELL student and thus provides a more open learning environment. Another positive feature is the iPads 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: 

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 weekly department/school-wide conferences and bulletins. Inter-visititation of classes, demonstration lessons, observations, meeting with ELL Instructional Support Specialists, and school-based staff developers. Through the office of English Language
Part C: Professional Development

Learners, many PDs are offered during the school year to our four certified teachers, Francesca Davi, Marialucia Davi, Diana Blutstein and Luisa Cary and they in turn, will turn key this information to the rest of the staff. The ENL team will give the professional development during the assigned Brooklyn Studio PD time. 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 sponsored by the UFT Saturday, October 29th. From 9:00AM-4:00PM. The conference itself is free, but a per session rate for each teacher attending will be the paid stipend.

The office of ELLs will be offering Professional Development that our staff can attend. These dates and topics are to be announced.

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 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 14, 2016 and May 17, 2017.

Provider: Brooklyn Studio and Translators - SKEDULA TRAINING/CAREER NIGHT/COMMUNITY Outreach FIAO

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

Audience: Title III parents.

Parents will be notified with a translated letter home and through a translated notification on SKEDULA. An agenda and sign-in sheet will be created and stored.

Attendance and agendas will be stored in Principal's office and Assistant Principal Mannino's office 210A.
### Part E: Budget

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

Allocation Amount: $____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>- Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>- High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>- Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Travel</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Other</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>Brooklyn</td>
<td>690</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Andrea F. Ciliotta</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Fezzuoglio/Katz/Mannino/Morris</td>
</tr>
<tr>
<td>Coach</td>
<td>n/a</td>
</tr>
<tr>
<td>ENL Teacher</td>
<td>3</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Ryan, Caruso, Pena, Victorio</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Luisa Cary/ENL</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Diana Blutstein/ENL</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Carol DiMaggio</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Michael Prayor</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>F. Davi</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Certification Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL teachers currently teaching in the ENL program</td>
<td>3</td>
</tr>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>3</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7-12)</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>1</td>
</tr>
<tr>
<td>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)</td>
<td>0</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students in school (excluding pre-K)</td>
<td>965</td>
</tr>
<tr>
<td>Total number of ELLs</td>
<td>151</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>15.65%</td>
</tr>
</tbody>
</table>
Part II: ELL Demographics

A. ELL Programs

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes&lt;&gt;</td>
<td>No&lt;&gt;</td>
<td>If yes, indicate language(s):</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Dual language program (DL)</td>
<td>Yes&lt;&gt;</td>
<td>No&lt;&gt;</td>
<td>If yes, indicate language(s):</td>
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<tr>
<td>Freestanding ENL</td>
<td>Yes&lt;&gt;</td>
<td>No&lt;&gt;</td>
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</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
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</thead>
<tbody>
<tr>
<td>TBE</td>
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<td>TBE</td>
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</tbody>
</table>

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

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.

2. What structures do you have in place to support this effort?
3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?

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.

4. What structures do you have in place to address interventions once the summative data has been gathered?

5. How does your school use 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.]

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs?

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

---

**Part IV: ELL Programming**

**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]).
   a. 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.
   b. TBE program. *If applicable.*
      N/A
   c. 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?
   a. 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.

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 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 bilingual 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 device 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 accommodations for up to two years. These accommodations include: bilingual dictionaries and glossaries, time and a half, separate location and a third ELA reading.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
   Plan for Special Needs Student:
   - Ensure that all teachers 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 licensed ENL teacher.
   - SEC and SESIS reports

7. How 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.

8. 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.)

9. Based on data and trends, 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.

10. If you had a bilingual program, what was the reason you closed it?
    N/A

11. 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.

12. 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.

13. How is home language support assessed and 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.

14. 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 profiency levels.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

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. 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.

17. 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.

18. 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
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 and non-pedagogic staff.) 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?

   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. See number 1.

2. 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.

   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.

   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.

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. 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.

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 V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Andrea Ciliotta, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

**School Name:** Brooklyn Studio Secondary  
**School DBN:** 21K690

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrea F. Ciliotta</td>
<td>Principal</td>
<td></td>
<td>10/30/17</td>
</tr>
<tr>
<td>Vincenza Mannino</td>
<td>Assistant Principal</td>
<td></td>
<td>10/30/17</td>
</tr>
<tr>
<td>Maryann Ortiz</td>
<td>Parent Coordinator</td>
<td></td>
<td>10/30/17</td>
</tr>
<tr>
<td>Francesca Davi</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>10/30/17</td>
</tr>
<tr>
<td>Ms. Carucci</td>
<td>Parent</td>
<td></td>
<td>10/30/17</td>
</tr>
<tr>
<td>Diana Blutstein</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/30/17</td>
</tr>
<tr>
<td>Luisa Frontino</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/30/17</td>
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<tr>
<td>n/a</td>
<td>Coach</td>
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<tr>
<td>n/a</td>
<td>Coach</td>
<td></td>
<td>10/30/17</td>
</tr>
<tr>
<td>Adriana Caruso</td>
<td>School Counselor</td>
<td></td>
<td>10/30/17</td>
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<tr>
<td>Michael Prayor</td>
<td>Superintendent</td>
<td></td>
<td>10/30/17</td>
</tr>
<tr>
<td>Aaron Perez</td>
<td>Field Support Center Staff Member</td>
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<td>10/30/17</td>
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<td>Other</td>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 21K690  School Name: Brooklyn Studio Secondary School  Superintendent: Michael Pryor

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(*Primary)</td>
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</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - 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. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish, Chinese (Mandarin and Cantonese), Urdu, Russian, Arabic (two types of dialects), Korean, Albanian, Uzbek, Italian</td>
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</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent-teacher conference announcements, PTA meetings, after-school program information, and all State testing dates.</td>
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</table>

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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent-teacher conferences, orientations, PTA, IEP meetings, and dean intervention meetings.</td>
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</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.
Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

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Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

---

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

Parent Survey and feedback.