



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : SCHOOL OF THE FUTURE HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M413

PRINCIPAL: STACY GOLDSTEIN **EMAIL:** SGOLDST5@SCHOOLS.NYC.GOV

SUPERINTENDENT: TAMIKA MATHESON

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Stacy Goldstein	*Principal or Designee	
Jeremy Copeland	*UFT Chapter Leader or Designee	
Beth Bernett	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Evan Wood, Alina Leuca/ Henry Guss	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
John Fanning	Member/ Asst. Principal	
Deb Sadok	Member/Teacher	
Susan Crawford	Member/ Parent	
Celia Vimont	Member/Parent	
Emily Birden	Member/Teacher	
Bernard Snead	Member/Parent	
Mike Zitolo	Member/Teacher	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

Ensure that all students engage in one literacy and math common core unit. 100% of students will complete at least one common core aligned literacy and math task culminating in a rigorous performance based unit.

Comprehensive needs assessment

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

School of the Future is a consortium performance-based assessment school. Exhibitions which are 15-20 page thesis papers are our state assessments in each core subject. Last year out of 16 students who participated 58 students received Needs Improvement, 34 students received 'Satisfactory', 46 students received "Mastery" and 28 received "Mastery with Distinction". Based on the large percentage of NI scores we believe there needs to be a literacy experience with the new common core standards in writing for every student in the school.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) Summer Institute introduction to common core task expectations.
 - b) Create a grade-level writing matrix naming writing genres repeated and spiraled across Science, Social Studies and English.
 - c) Teacher and administrative co-created argumentative writing rubric based on Common Core standards. Grade level groups and/or department groups to meet with TC staff developer on writing units and tasks bi-monthly.
 - d) Grade level groups work with curriculum coaches weekly and grade level teams check in about writing matrix weekly.
 - e) Collaborative grading of writing tasks will happen four times in the year.
 - f) Math staff developer from network reviews common core tasks with Math department during summer institute.
 - g) Math teachers revise and realign curriculum maps to include performance tasks.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - a) *Teacher and administrative co-created argumentative writing rubric based on Common Core standards. Grade level groups and/or department groups to meet with TC staff developer on writing units and tasks bi-monthly.*
 - b) *Grade level groups work with curriculum coaches weekly and grade level teams check in about writing matrix weekly.*
 - c) *Collaborative grading of writing tasks will happen four times in the year.*

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

As we are not a Title 1 school we do not have access to local services.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

FSF- \$30,000 for Literacy staff development; \$ 30,000 for Math staff development.

I Zone budget line for per diem pay for teachers working outside of school hours on school goal

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

Improve collaboration and effectiveness between Special Education teachers and General Education teachers.

Comprehensive needs assessment

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

. There were 11 out of 113 SOF students who took and failed the English Regents last year. Seven of them received special- ed services. This failed percentage also recorded goal setting meetings, Special Education out of compliance issues and being mentioned

in our Quality Review all contributed to making it clear that the working relationship between special education teachers and general education teachers need to improve and be more productive. There needs to be a school wide system for ensuring both types of teachers are meeting the needs of our special education students

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) *It is mandated that by Sunday night general ed teachers will have e-mailed special ed teachers the upcoming week's lesson plans. The Principal and Assistant Principal are cc'd on those e-mails and have oversight on the consistency of the sent plans.*
 - b) *special ed and general ed teachers meet during one period a week with an instructional coach or administrator to go over upcoming lessons and look for entry points for special ed students.*
 - c) *Special Education teachers create IEP's at a Glance sheets" for general ed teachers to use when planning their lessons. The at a glance sheets have the strengths and weaknesses of each special ed student along with action plans for each student. All of this information is on one page so as to be user friendly to the gen ed teachers. The sheets are used in the indirect planning meetings to help general ed teachers find entry point for special ed students understanding the lesson. Effectiveness will be evaluated by both special and general ed teachers along with instructional coach and administrators once a month during indirect meeting time*
 - d) *General Education teachers where all given a tutorial on SESIS by the special ed teachers with the understanding that SESIS will be available for them to use as well.*

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - a) Both special ed teachers and general ed teachers will be receiving writing professional development together, meeting in small groups with coaches and staff developers.
 - b) Special ed teachers will be receiving professional development in reading instruction from our network. The long term goal is for them to be the literacy leaders of the school in two to three years. The short term goal will be for them to be able to walk into a classroom being taught by a general ed teacher and pull together students who struggle in reading and support their understanding of the text through content literacy strategies.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

There will be per session available for both special ed and general ed teachers to meet outside of school hours to accommodate the setting up of a working relationship structure.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

Academic goal setting with all students.

Comprehensive needs assessment

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

Although State scores on Regents and MS state tests are above average through surveys done in school around 50% of students feel they have no goal and are just going with what is expected.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) Students will meet with an advisor once a day to create goals and monitor their progress. .*
 - b) Redesign schedule to have daily 40 minute STEP (Students Training for Excellent Performance periods).*
 - c) Write work habit and metacognitive related teaching points in the three categories: "Getting started; Now that I've been working; Getting ready to leave"*
 - d) Establish productive work period for 1st quarter. .*
 - e) 2nd semester all students participate in one weekly coaching session a week.*

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - f) 2nd quarter; teachers experiment with coaching three students.*
 - g) IZone partner does staff development with teachers about how to do academic coaching*

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

FSF- Per session given for STEP Planning

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	10	7	7	10	7			
7	14	11	10	14	3			
8	16	13	12	16	5	2		
9	12	6	13	12	6			
10	6	13	14	8	4	1	1	
11	8	10	15	6	2		1	
12	7	3	15	8	0			

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

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

Name of Academic Intervention Services (AIS)	Description
ELA- Reading Intervention, Writing Intervention, SGI, In class differentiation	RTI- influenced intervention classes for reading and writing have been scheduled into the student’s daily schedule. Small Group Instruction supports students ELA with in the context of their class assignments. Held in the afterschool twice a week
Mathematics- Math intervention, SGI, In-class differentiation	RTI- influenced intervention classes for math using Khan Academy and held during the school day three days a week. Small Group Instruction supports students building of Math skills within the context of their class assignments. Held in the afterschool twice a week.
Science- SGI	. Small Group Instruction supports students building of Science skills within the context of their class assignments. Held in the afterschool twice a week
Social Studies- SGI	Small Group Instruction supports students building of Social Studies skills within the context of their class assignments. Held in the afterschool twice a week
At-risk Services provided by the Guidance Counselor	Counseling both 1-1 and small group, during day Referrals, Parental meetings before or after school.
At-risk Services provided by the School Psychologist	Testing, psychological evaluations, psychiatric referrals during the day when needed.
At-risk Services provided by the Social Worker	P/T schedule, one to one counseling for one student twice a week during school day
At-risk Health-related Services	

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding 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 our school community;

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader	District 02	Borough Manhattan	School Number 413
School Name School of the Future			

B. Language Allocation Policy Team Composition

Principal Stacy Goldstein	Assistant Principal type here
Coach type here	Coach type here
ESL Teacher Christine Park	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Margnerite Martin - Scully
Related Service Provider type here	Other type here
Network Leader Courtney Dowd	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers	1	Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	675	Total Number of ELLs	15	ELLs as share of total student population (%)	2.22%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

1. When registering students new to the NYC public school system, parents fill out the Home Language Identification Survey (HLIS) which includes an informal oral interview in English and, when appropriate, in the native language (if other than English). The ELL Coordinator conducts the initial screening and administers the HLIS. When necessary, the translation services of in-house staff members fluent in the home language have been utilized. In other instances, the coordinator contacts the NYC DOE's Over the Phone Translation Services to facilitate this process.

If the responses indicate that a student may be an ELL, the coordinator administers the LAB-R, a test used to determine initial entitlement. The ELL Coordinator contacts Marie Busiello, the borough Assessment Implementation Director, to request testing materials. The LAB-R is administered within ten days of student enrollment. Within the first ten days of school or within the first ten days of enrollment in the NYC public school system, the ELL Coordinator and the Parent Coordinator set up a meeting for those parents whose children have scored below proficiency on the LAB-R.

2- 4. A critical component of Children First reforms is program placement of ELLs. A letter is sent home and a phone call made to ensure that parents are aware of this meeting and to inform them that while program placement is determined by both parents' choice together with program availability, the default program for ELLs is Transitional Bilingual Education as per CR Part 154.

At the meeting, the three program choices are explained: Dual Language, Free- Standing English as a Second Language, and Transitional Bilingual Education. Parents watch a DVD on these choices presented in their home language and fill out a Parent Survey and Program Selection form at the conclusion of the presentation. These forms are collected by the ELL Coordinator and kept on file in the main office. For low- incidence languages, interpreters are hired. If there are fifteen students in contiguous grades who speak the same language and whose parents want a transitional bilingual education program, it will be formed. The coordinator informs the parents that at the present time, SOF has a Freestanding English as a Second Language Program. Parents are told that they have the legal right to transfer their children to a school with the program of their choice as long as there is available space at that school.

At the beginning of the school year, the coordinator also checks the RLAT report on ATS. This report identifies the students in the school who are ELLs based on their LAB-R and New York State English as a Second Language Achievement Test (NYSESLAT) scores. Entitlement, Continued Entitlement, Non- Entitlement and Non Entitlement/ Transitional letters are sent to the parents in English and in the home language. In addition, the coordinator reviews the RYOS report on ATS. This report lists X coded students: Students whose disabilities are served per their IEPs and who must take the NYSESLAT as per the No Child Left Behind Act.

The NYSESLAT, administered each spring, measures proficiency levels in reading, writing, speaking and listening. The speaking section is administered individually. The other sections are administered in the following order: listening, reading and then writing.

The ELL Coordinator schedules the students to be tested by grade during the two week test administration period and ensures that the proper accommodations are in place. During the summer, the results of the NYESLAT are posted on ATS and students are classified as Beginner, Intermediate or Advanced level. This level determines the number of weekly hours of instruction to which ELLs are entitled.

School of the Future is an innovative school serving a diverse population of students in grades 6- 12, including ELLs. The school follows the Children’s First initiative using a balanced approach to education that builds educational excellence.

5. Students identified as needing ESL services receive support through a Free- Standing English as a Second Language Program, which has been the unilateral program of choice designated on the Program Selection forms. Students receive the required number of units of instruction (based on CR Part 154) as determined by LAB-R and NYSELSAT scores and teacher input. This ensures that students get the services and support they need to achieve academic success. The goals of the ESL program are to provide academic instruction using language- learning strategies, support students’ instructional comprehension with native language, incorporate ELL strategic instruction in curriculum areas to deepen comprehension, and help students meet or exceed city standards. To achieve these goals, a licensed ELL Coordinator works both with students and collaboratively with ELA teachers to ensure that students receive the best instruction possible.

6. In the event that the program model offered at our school does not align with parent requests, parents will be informed that they have the legal right to transfer their children to schools offering the programs of their choice (provided that there is available space at that school).

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12 <input checked="" type="radio"/>
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This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In							3	5	2	2	1	0	2	15
Total	0	0	0	0	0	0	3	5	2	2	1	0	2	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)		Special Education	1
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6 years)	

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL										0
Total	0	0	0	0	0	0	0	0	0	0

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								3	1	1				5
TOTAL	0	0	0	0	0	0	3	5	2	2	1	0	2	15

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

1. The organizational models followed at School of the Future are a combination of push- ins and pull- outs from both General and CTT classes. Blocked classes are comprised of students of mixed proficiency levels. To ensure that the mandated number of instructional minutes is provided according to proficiency levels, the ESL teacher meets with grade team teachers to develop a schedule that accommodates the mandated minutes. Per CR Part 154, Beginning ESL students receive 360 minutes of ESL instruction per week; Intermediate students receive 360 minutes of ESL instruction per week; and Advanced students receive 180 minutes of ESL instruction per week.

2. In order to best serve our ESL students while maintaining appropriate relevancy to the content areas, the ESL teacher meets with grade team teachers to develop a comprehensive curriculum which both addresses the content being covered in class as well as adapts and modifies content when necessary. As SOF provides a free- standing ESL program to its ESL population, the majority of instruction is delivered in English.

A. Programming and Scheduling Information

3. SOF uses a hands-on workshop model in ELA that provides students with the opportunity to explore literacy in both reading and writing across content areas. Through the use of targeted mini- lessons and conferring, students are assisted in developing and enhancing their skills as readers and writers so that they may meet the New Common Core Standards of becoming independent, self- directed learners. To ensure that ELL students receive the instruction they need to advance, students are given both formal and informal assessments to determine their strengths and needs. They also receive small-group targeted instruction to support their learning. In addition, ELL students use multi- media tools to enhance their understanding of vocabulary, reading, and writing. Technology aids such as Google Docs, word processors, Power Point presentations and videos contribute to building strong literacy skills.

In Social Studies, ELL students are assigned projects that help them develop a hands-on understanding of the time periods studied. Students are able to work in small groups, encouraging both team- building and a solid understanding of key concepts. As students work, teachers offer guidance and help them increase understanding through the use of conferring and multi- media tools such as video-streaming and Google Docs. Students are able to make autonomous decisions about their learning, freely choosing to focus upon particular sub- groups throughout history for special and individualized projects.

Instruction in science is delivered in a setting which enables students to be both inquisitive and kiniscetic learners. Students are introduced to scientific concepts and exploration while applying English language usage to lab report- writing and the promotion of content- specific language and vocabulary. All students are responsible for active participation in investigatory science explorations as guided by the classroom teacher. Students work towards acquiring the appropriate knowledge of scientific concepts and methodology, as well as independent and self- directed production of content- relevant work.

4. As SOF provides a freestanding ESL program, there is no evaluation regarding ELL's native language.

5. Differentiated instruction is acknowledged amongst all ELL subgroups. To ensure learner success, each student is assessed by the ELL Coordinator and team teachers, and his or her needs are identified. Teachers work in small groups with these students to provide the necessary instruction for meaningful, autonomous learning. Our staff is trained in using differentiation strategies and tools to support students at the various levels.

5-a. In conjunction with the classroom teachers, the ELL Coordinator works to establish a foundational understanding of the SIFE student's L1 literacy (as well as level of proficiency in the target language). Each SIFE student is delivered a curriculum developed by the student's teachers and parents. Instructional plans are developed on a case by case basis, with the student receiving a combination of push- in and pull- out services from the ELL Coordinator and the other necessary support staff. Educational plans for SIFE students are highly individualized and are created with consideration to the academic and emotional needs of the students.

5-b. Newcomers receive a combination of push-in and pull-out services with the ELL Coordinator and other necessary support staff. Per CR Part 154, students receive the mandated number of support units as determined by their LAB- R/ NYSESLATE scores. They are assessed through both informal and formal assessments in- school, as well as periodically through borough assessments for ELLs. Newcomers are able to enhance their skills through a comprehensive ELA/ ESL program which strives for inclusion as well as seeks to improve cultural awareness.

5-c. For ELLs receiving services 4 to 6 years, a greater focus is placed on developing cognitive academic language proficiency. Per CR Part 154, students receive the mandated number of support units as determined by their NYSESLAT scores. They receive a combination of push- in and pull- out services with the ELL Coordinator and other necessary support staff. ELLs receiving services 4 to 6 years are assessed through both informal and formal assessment in- school, as well as periodically through borough assessments for ELLs. They are able to enhance their skills through a comprehensive ELA/ ESL program which strives for inclusion as well as weeks to improve cultural awareness.

5-d. The instructional goals for Long-Term ELLs are to both enhance mastery of the English language as well as provide students with the guidance to become autonomous speakers of the target language. Per CR Part 154, students receive the mandated number of support units as determined by their NYSESLAT scores. They receive a combination of push- in and pull- out services with the ELL Coordinator and other necessary support staff. Long- Term ELLs are assessed through both informal and formal assessment in- school, as well as

A. Programming and Scheduling Information

periodically through thorough assessment for ELLs. Additionally, School of the Future provides interventions for students being designated at-risk. Throughout the day, support services in ELA and ESL instruction are provided through a comprehensive push-in/pull-out model. At-risk students receive 1:1 services with the ESL teacher, who reinforces literacy through a variety of programs such as Wilson Reading and writer's workshops. The ESL teacher also pushes into Humanities blocks, offering the students support and skills for reading comprehension and writing. A variety of materials including leveled books in both fiction and non-fiction genres are available in the classroom library. Students are given both whole-class as well as individual "Just Right" books to read. SOF uses a hands-on workshop model in ELA that provides students with the opportunity to explore literacy in both reading and writing. Through the use of targeted mini-lessons and conferring with both classroom teachers and the ESL teacher, students are assisted in developing and enhancing their skills as readers and writers so that they may meet the New Common Core Standards. To ensure that ELL students receive the instruction they need to advance, students are given both formal and informal assessments to determine their strengths and needs. They also receive small-group targeted instruction to support their learning. In addition, ELL students use multi-media tools to enhance their understanding of vocabulary, reading and writing. Through the use of Google Docs, word processors, Power Point presentations and videos, students build their literacy skills.

6. Differentiated strategies provide effective ways to adapt and modify content, as well as address language skills for the ELLs. Every content objective within a lesson goes along with a specific language objective so that ELLs are able to accelerate their English language skills across the content areas. One example of differentiated strategies is representing content along with video, audio, Power Point, or Internet, which will help ELLs understand and internalize the content. Furthermore, hands-on activities using visuals, charts, and graphs allow ELLs to demonstrate their ideas and represent their understanding. In addition to that, scaffolding is another instructional technique to model a desired task, and then gradually shift responsibility to students. The Scaffolding strategy includes writing templates, prompts, or graphic organizers, which help break down an ultimate product.

7. Grade-team meetings and sharing weekly lessons are important tools to meet the needs of the ELL-SWDs. Throughout the meeting, classroom teachers, special education teachers, and the ESL teacher decide who needs differentiated instructions and when it is proper for

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?

- heritage classes

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. SOF uses a hands-on workshop model in ELA that provides students with the opportunity to explore literacy in both reading and writing across content areas. Through the use of targeted mini- lessons and conferring, students are assisted in developing and enhancing their skills as readers and writers so that they may meet the New Common Core Standards of becoming independent, self- directed learners. To ensure that ELL students receive the instruction they need to advance, students are given both formal and informal assessments to determine their strengths and needs. They also receive small- group targeted instruction to support their learning. In addition, ELL students use multi- media tools to enhance their understanding of vocabulary, reading and writing. Technology aids such as Google Docs, word processors, Power Point presentations and videos contribute to building strong literacy skills.

In math, formal and informal assessments are used to determine ELL students' specific needs. These needs are then addressed through targeted interventions such as push- ins and pull- outs with the math coaches and ELL Coordinator. In addition, students are compelled to reflect upon their own needs as learners. Teachers use students' insights to support their learning and integrate multiple intelligences. The ELL Coordinator works with the classroom teachers to ensure that students understand and master state content.

9. Continuing transitional support is offered for ELLs who have reached proficiency on the NYSESLAT. Our school offers a highly-developed, comprehensive ELA program which affords all students the opportunity to continuously develop reading and writing skills while exploring different genres of literature and diversified styles of writing.

10. This is our second year with a designated, part- time ESL teacher dedicated solely to ensuring the success of our ELL population. (In previous years, special education teachers were used to support the ELL students at SOF). Additionally, New York City Connected Learning Educational software and extended day classes will be considered for the upcoming school year.

11. No programs will be discontinued.

12. ELL students are offered equal access to all school programs. They also receive ESL services from a licensed ESL teacher and are targeted for small group instruction that supports their learning.

13. Technology and multi- media is used in various modalities to enhance teaching. A school- wide online supportive website is used to help students understand grade- level curriculum concepts. Schools Attuned assessments help ELL students understand their strengths and assist students in meeting challenges. Formal and informal assessments are used to identify ELL students' needs and in consultation with the ESL teacher, classroom teachers confer with ESL students about these needs to support growth. Academic intervention services are offered and students are programmed for small group instruction to support their learning.

14. As SOF provides a freestanding ESL program to its ESL population, the majority of instruction is delivered in English.

15. All required services support and resources correspond to ELLs' ages and grade levels.

16. All new students are given a welcome orientation to the school. ELLs are paired up with buddies to help them acclimate to life at SOF as well as life in New York. Teacher- student communication is open and consistent; we believe in demonstrating passion for learning and

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. SOF uses a hands-on workshop model in ELA that provides students with the opportunity to explore literacy in both reading and writing across content areas. Through the use of targeted mini- lessons and conferring, students are assisted in developing and enhancing their skills as readers and writers so that they may meet the New Common Core Standards of becoming independent, self- directed learners. To ensure that ELL students receive the instruction they need to advance, students are given both formal and informal assessments to determine their strengths and needs. They also receive small- group targeted instruction to support their learning. In addition, ELL students use multi- media tools to enhance their understanding of vocabulary, reading and writing. Technology aids such as Google Docs, word processors, Power Point presentations and videos contribute to building strong literacy skills.

In math, formal and informal assessments are used to determine ELL students' specific needs. These needs are then addressed through targeted interventions such as push- ins and pull- outs with the math coaches and ELL Coordinator. In addition, students are compelled to reflect upon their own needs as learners. Teachers use students' insights to support their learning and integrate multiple intelligences. The ELL Coordinator works with the classroom teachers to ensure that students understand and master state content.

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

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3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

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D. Professional Development and Support for School Staff

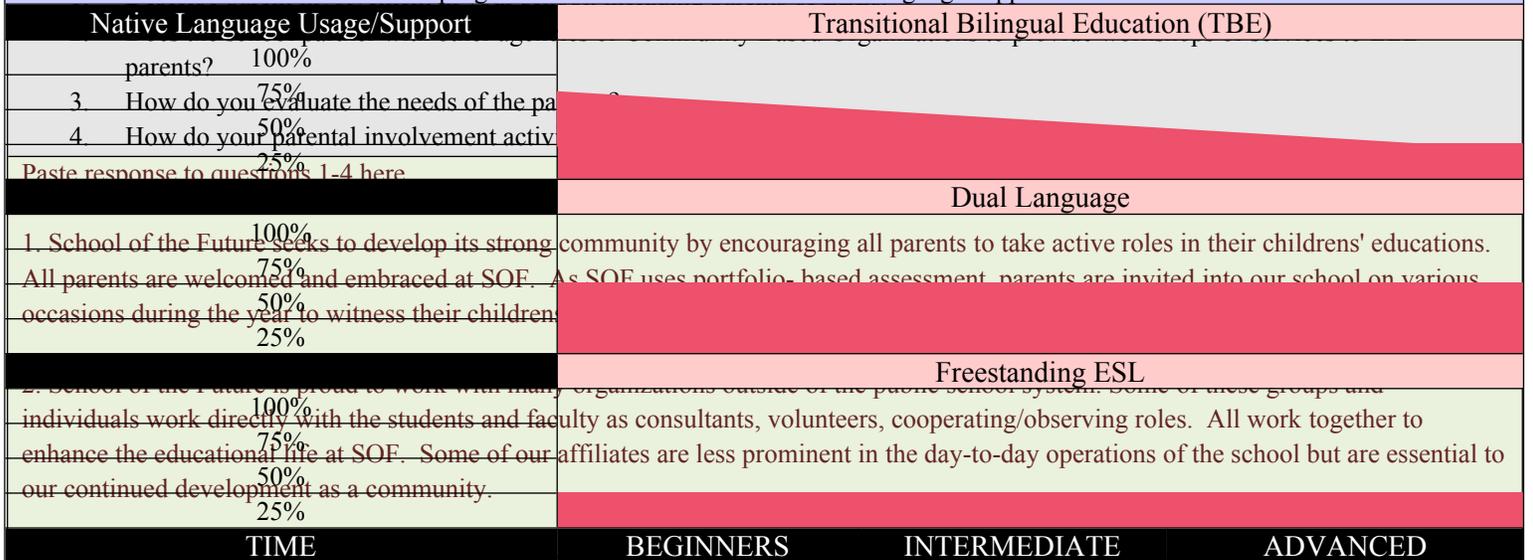
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Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

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E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
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2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

1. School of the Future implements TCRWP running records in our middle school grades to acquire a Fountas and Pinnell level and the Gates-McGinitie test in the high school grades to acquire a national percentile rank and lexile reading score. The Fountas and Pinnell levels give us information about the students independent reading level in English. Additionally the Fountas and Pinnell gives us a way to match them with texts at their independent level and track their growth. The Gates-McGinitie scores aggregates the students scores so we can see their functionality regarding vocabulary and comprehension. We often see that ELL students score lower in vocabulary and higher in comprehension. We have interpreted this to mean that they use a variety of coping strategies in order to comprehend texts as a whole. We rely heavily on these assessments and the data they provide for instructional decisions such as creating small groups for strategy lessons, differentiating texts, and modifying assignments. According to this year's assessment 4 out 5 ELL middle school students are reading below a T on the Fountas and Pinnell scale. According to this year's Gates-McGinitie 8 out 9 ELL students scored below the 50th percentile.

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4. ELLs generally perform below grade level in reading and writing despite progress they make from grade to grade, with the exception of one student in the 11th grade who immigrated to the US last year. She has very poor comprehension skills in reading, but is a highly proficient, on-grade level writer. Administrators, the literacy coach and the ESL teacher meet to review and analyze data. The coach and ESL teacher turn key information to general education teachers and coach them in best practices.

5. N/A

6. We evaluate the success of the program by tracking their growth on assessments and classroom grades. Additionally, we evaluate our program based on teacher comments and observations of the academic risks students are willing to take, and their social emotional well-being in their classroom communities.

Additional Information

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

Paste additional information here

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2. School of the Future is proud to work with many organizations outside of the public school system. Some of these groups and individuals work directly with the students and faculty as consultants, volunteers, cooperating/observing roles. All work together to enhance the educational life at SOF. Some of our affiliates are less prominent in the day-to-day operations of the school but are essential to our continued development as a community.

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The Center for Collaborative Education The mission of the Center for Collaborative Education (CCE) is to improve student learning in K-12 public schools and districts by promoting educational reform that is focused on school and system-wide change. The Center seeks to influence the larger public's view on education to better support change that fosters democratic and equitable schools. The Center for Collaborative Education's goal is to be a resource and catalyst for the creation of autonomous and flexible schools. SOF is proud to host visitors from CCE each year.

The New York Performance Standards Consortium The Consortium represents 28 schools across New York State. Formed in 1997, the Consortium opposes high stakes tests arguing that "one size does not fit all" and has developed an assessment system that leads to quality teaching, that enhances rather than compromises our students' education.

The Educational Alliance The Alliance supports our extended day programs and is a vital part of the SOF family. Beginning its second century of services, The Educational Alliance offers educational and cultural programs as well as services which address almost every conceivable human problem and need - aging, drug abuse, early childhood, homelessness, parenting, and mental health.

Hall Farm Center for Arts & Education The Hall Farm Center for Arts & Education is a non-profit organization dedicated to promoting the processes of artistic creation and their integration into school and society by providing an environment for artists, educators and students to investigate, experiment, collaborate and create.

Learning Leaders Learning Leaders is New York City's largest nonprofit organization dedicated to serving public school children. Learning Leaders recruits, screens, trains and supports school volunteers who provide instructional support and other enrichment services to New York City public school students.

Gramercy Neighborhood Associates The Gramercy Neighborhood Associates, for 84 years dedicated to the needs of the community surrounding the park, has generously added SOF as a beneficiary. GNA volunteers support instruction in our classrooms, have donated much-needed books to our libraries, and have supported teacher-designed projects such as "The Physics of Ferris Wheels" and "Neighborhood Heros - A Photojournalism Project."

National Middle School Association NMSA is the only national education association dedicated exclusively to the growth of middle level education. With over 30,000 members representing principals, teachers, central office personnel, professors, college students, parents, community leaders, and educational consultants across the United States, Canada, and 46 other countries, NMSA welcomes and provides support to anyone interested in the health and education of young adolescents.

National School Reform Faculty The mission of NSRF is to foster educational and social equity by empowering all people involved with schools to work collaboratively in reflective democratic communities that create and support powerful learning experiences for everyone.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0								1					1
Intermediate(I)							3	1		2	1		1	8
Advanced (A)								4	1				1	6
Total	0	0	0	0	0	0	3	5	2	2	1	0	2	15

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

Native Language Tests

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

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

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

Paste response to questions 1-6 here

1. School of the Future implements TCRWP running records in our middle school grades to acquire a Fountas and Pinnell level and the Gates-McGinitie test in the high school grades to acquire a national percentile rank and lexile reading score. The Fountas and Pinnell levels give us information about the students independent reading level in English. Additionally the Fountas and Pinnell gives us a way to match them with texts at their independent level and track their growth. The Gates-McGinitie scores aggregates the students scores so we can see their functionality regarding vocabulary and comprehension. We often see that ELL students score lower in vocabulary and higher in comprehension. We have interpreted this to mean that they use a variety of coping strategies in order to comprehend texts as a whole. We rely heavily on these assessments and the data they provide for instructional decisions such as creating small groups for strategy lessons, differentiating texts, and modifying assignments. According to this year's assessment 4 out 5 ELL middle school students are reading below a T on the Fountas and Pinnell scale. According to this year's Gates-McGinitie 8 out 9 ELL students scored below the 50th percentile.

2- 3. Data patterns allow us to target student's strengths and weaknesses and plan for strategic small group work in and out of classrooms. Modality analysis tells us how students' abilities in their native language affect their ability and progress in English. All data from NYSESLAT scores to students' classwork are assessed with the intention of informing further instruction. This includes matching students with texts on their level, grouping them with students with like abilities for strategy lessons, to exposure to groups working above their literacy level but will push their conversational and critical thinking skills.

4. ELLs generally perform below grade level in reading and writing despite progress they make from grade to grade, with the exception of one student in the 11th grade who immigrated to the US last year. She has very poor comprehension skills in reading, but is a highly proficient, on-grade level writer. Administrators, the literacy coach and the ESL teacher meet to review and analyze data. The coach and ESL teacher turn key information to general education teachers and coach them in best practices.

5. N/A

6. We evaluate the success of the program by tracking their growth on assessments and classroom grades. Additionally, we evaluate our program based on teacher comments and observations of the academic risks students are willing to take, and their social emotional well-being in their classroom communities.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 02413 **School Name:** School of The Future

Cluster: _____ **Network:**

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

Part A: Needs Assessment Findings

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

The Home Language Identification Survey was given in the parent's preferred language, and SOF sent the ELL entitlement letter on a school letterhead in the parents' preferred languages to inform them of their child's entitlement to ELL services and the parents' right to choose one of the three ELL programs offered in NYC. In addition to that, the invitation letters to attend the parent orientation meeting were sent in the parents' preferred languages. An ELL coordinator also showed the parent orientation video in the parent's preferred languages. For oral interpretation, in-house staff members or parent volunteers fluent in the home language have been utilized when necessary. All of the copies of the document mentioned above are kept on file.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Any document being sent to students' parents always included a translated version of the parents' home language; however, when translating a few languages such as German and Japanese, the ELL coordinator reported to school in order to get some help from school staff or parent volunteers proficient in those languages.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The translation services of in-house staff members fluent in the home language will be provided. In other instances, an ELL coordinator will contact the NYCDOE's Over the phone Translation Services.

1. The Home Language Identification Survey will be given in the parent's preferred language.
2. The informal interview will be conducted by a licensed and trained pedagogue. When necessary, in-house school staff or parent volunteers proficient in the home language will be provided.
3. Parent Notification and Program Selection Forms will be sent in the parents' preferred languages.
4. Entitlement Letters for all new entrants will be sent in the parents' preferred languages.
5. Continued Entitlement Letters/Non-Entitlement Letters will be sent in the preferred languages.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

When necessary, the oral interpretation services of in-house staff members fluent in the home language will be provided. In other instances, an ELL coordinator will contact the NYCDOE's Over the phone Translation Services to facilitate the process.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

In order to meet the Section VII or chancellor's Regulations A-663, the ELL Identification process will be thoroughly conducted. All document with regard to the process will include a translated version in the parents' preferred language. Moreover, the oral interpretation services will be effectively provided for a formal, an informal interview, and parent orientation meeting.