



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: SCHOOL OF THE FUTURE BROOKLYN

DBN (i.e. 01M001): 19K663

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Superintendent: JOYCE STALLINGS-HARTE

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Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

To provide staff with ongoing professional development and support in the development of literacy instruction across curriculum, and align curriculum with CCLS literacy standards for the 6th grade with a focus on constructing argument.

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.

Since this is our first year open, and our initial data sets are limited, we examined the item-analysis and scores on state exams for the incoming sixth graders, as well as initial and ongoing baseline, formative, and summative assessments in all classrooms, particularly in ELA and Literacy scores.

Of our 75 incoming 6th graders, 13% (9 students) were assessed at a Level 1 on the 2012-2013 NYS ELA exam, 57% (40 students) at Level 2, 29% (20 students) at Level 3, and 1 student scoring at a Level 4. This means that 70% of students entering School of the Future Brooklyn are working below grade level in literacy and the related foundational skills in all content areas. Our initial literacy assessments, including the Teachers College Reading and Writing Projects (TCRWP) Running Records and Performance Tasks, indicate that a majority of our students need remediation in all areas of literacy in order to meet the grade level standards of the CCLS and the 3-8 NYS ELA Exam.

Instructional Strategies/Activities

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

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

1. Summer professional development in unit design to include literacy strategies and the principals of UDL to address the needs of all students across content areas, including using units designed by TCRWP in both ELA and content area literacy.
2. Professional Development from Teachers College Reading and Writing Project (TCRWP) in the form of 7 days of in-school staff development as well as professional development calendar days, and institutes to support staff in developing curricula and instruction to meet students' needs. Use of TCRWPs argument writing continuum to measure student writing across all content areas at a minimum of three times a year and to support the development of writing and literacy instruction across all content areas..
3. Common planning time for literacy teams in the humanities and the content areas.
4. The school schedule includes 35 minutes a day during Academic Coaching for students to be independently reading, as well as 3 extra literacy blocks during Research to develop students non-fiction literacy skills.
5. Frequent mini-observations of teachers, as aligned with Advance, by administration with a lens on literacy instruction and supporting student skill development

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

1. Administrative team will support teacher evaluation, coordination of professional development, and teacher feedback to align to literacy and curriculum needs.
2. Professional development services provided by Teachers College Reading and Writing Project, including in-class teacher support and planning support for all humanities and science teachers..
3. Lead teacher, with administrative support, develop and share resources to support literacy during Academic Coaching block.
4. School-wide program to include common preparation periods for literacy teachers, as well as resources set aside to provide necessary coverages for professional development including humanities and science teachers.
5. Lead teacher, with administrative support will develop and share resources to support non-fiction reading and literacy activities during Research block.

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

1. The TCRWP's Running Records will be used to assess student growth in reading at a minimum of 3 times a year.
2. The TCRWP's Argument continuum will be used to assess student growth in argument writing at a minimum of 3 times a year, with at least one writing assignment from Science as a school-wide benchmark
3. Student projects from Research will be completed at least quarterly to include a non-fiction reading component and written product, with at least one argument writing piece to be evaluated as a school-wide benchmark.
4. Administrative team will participate in co-planning meetings whenever possible, review minutes from meetings, and provide feedback as needed as aligned with

Advnace.

- Administrative team will review curriculum maps, unit plans, and lesson plans to support development and implementation of professional development strategies.

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

- Baseline assessments of Running Records completed by October 16, 2013, second round to be completed by February 13, 2014, and final round to be completed by June 13, 2014
- Baseline Assessment of argument writing to be completed as initial diagnostic of student skills in September, second assessments of Argument Writing to be completed by January 10, 2014, Third assessment of argument writing will be completed by May 16, 2014
- TCRWP staff development and calendar days are spread across the school year and modified to fit the needs of teachers based on teacher observations and planning meetings
- Weekly mini-observations, as aligned with Advance, to support teacher development, including weekly meetings between teachers and administration to focus on implementing instructional feedback and planning.
- Bi-monthly staff development and leadership support provided by Big Picture Learning to align to school-wide goals, as well as to support project development for Research and literacy during academic coaching.

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

- Two full time literacy teachers, one general education and one special education
- TCRWP staff developer for 7 in-school services days, access to TCRWPs curriculum resources (in ELA and the content areas), attendance at calendar days, and connection to the resources of the TCRWP professional community.
- School program includes daily Humanities block, daily academic coaching block where students are independently reading for 30-40 minutes, research block that meets 3 times a week to support non-fiction literacy skills, as well as arts electives in music and film to support digital literacy
- School program includes common preparation and planning meetings for teachers to meet in content area teams on a weekly basis.
- Technology purchased to support literacy across content areas, classroom libraries ordered to support students at a range of reading levels

Strategies to Increase Parental Involvement

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

Strategies to increase parent involvement in this area are: Strategies to include parents in this process are: 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; utilizing our Parent Coordinator to further parent outreach around student growth and needs; parent-staff conferences to discuss and turnkey strategies to support student literacy at home; regular communication home to parents/families about student growth and progress (i.e., report cards, teacher phone calls home; newsletter updates around curriculum and important workshops/dates, etc.).

Budget and Resource Alignment

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

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

RTTT funds used for teacher per session to score and analyze interim assessments. RTTT funds used to purchase technology (laptops and ipads) in order to administer assessments and to support digital literacy in the humanities and across content areas.

Goal and Action Plan #2

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

Annual Goal #2

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

All teachers will use Engradepro as a data platform for their gradebooks, to post assignments, to record academic coaching notes, and to log assessment data.

Comprehensive Needs Assessment

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

In our opening year it is important to develop transparent communication systems so that all stakeholders can support students' academic growth. Through the use of Engradepro all teachers, students, families, and administrators can monitor student progress throughout the semester, as well as use Engrade's resources to analyze student achievement data, monitor family communications, and build relationships between school and outside stakeholders.

Instructional Strategies/Activities

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

1. Strategies/activities that encompass the needs of identified subgroups

1. Summer professional development on the Engradepro system.
2. Monthly grade team meeting to review Engrade data, in particular around students who are in need of extra support or intervention
3. Weekly "Kid Talk" meeting, led by student's advisor to include all academic information about the student based on Engradepro data.
4. Parent-Teacher conferences led by advisors based on information presented in Engradepro.
5. Quartly Leadership meetings to assess effectiveness of initiative and plan professional development as needed.

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

1. Initial training conducted by Engrade staff, with ongoing support as needed.
2. Support from Big Picture learning to develop and implement protocols for monthly data meetings and review of coaching notes in order to create intervention plans.
3. Support from Big Picture Learning to develop and implement protocols for weekly "Kid Talk" meeting to rely on data provided in Engradepro
4. All advisors to train parents and students on login in to Engradepro during parent-teacher conferences, as well as outreach as needed to support parent involvement.
5. Quarterly leadership team meetings to asses effectiveness will include administrative staff, social work staff, grade team leader, consultant from Big Picture Learning, and parent coordinator

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

1. All teachers will update Engradepro data at least two times a month
2. All teachers will update coaching notes for each student at least once a week.
3. All students will log in to Engradepro
4. We will show a 10% increase in attendance between the first and second parent-teacher conferences.
5. Quarterly leadership meetings will assess the connections between coaching notes and students grades, and assess effectiveness of intervention plans

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

1. August-September 2013, initial staff training from Engrade staff
2. Academic coaching notes to begin entry in October and continue throughout the academic year
3. Weekly "Kid Talk" meetings to begin in October
4. Parent-teacher conferences to be held in November and April
5. Leadership team meetings will follow the progress reports and report card distribution dates

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

1. School program includes time for administrative PD, including Engradepro trainings as needed
2. School program includes time for weekly "Kid Talk" meeting including protocols for each teacher to address academic strengths and weaknesses based on data provided in Engradepro
3. Year long professional development support provided by Engradepro as a part of contract
4. Year long professional development support provided by Big Picture Learning
5. Parent Coordinator will develop workshops and outreach plans for families as needed

Strategies to Increase Parental Involvement

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

Strategies to increase parental involvement may include: family workshops on Engradepro, outreach to support initial log ins, parent-teacher conference support, utilizing Parent Coordinator and social work office to connect families, providing computer access hours for families, etc

Budget and Resource Alignment

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

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

RTTT funds used to pay for Big Picture Learning, and educational consultant program to support our advisory, academic coaching, and data practices.

Goal and Action Plan #3

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

Annual Goal #3

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

Promote community-building and support student development and growth through a comprehensive Advisory and Academic Coaching programs, calendar-based parent workshops, open-school nights, the integration of our parent association into the life of the school, and consistent communication between school staff and parents, guardians, and families.

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.

Scholarship and research indicate that parent involvement in the school community and a student's educative process correlates directly with student success and achievement. Parent involvement assist school-based staff to support student socio-emotional growth, strengthens communication between school and home, integrates a diverse set of mature resources into a child's developmental process, and increases the consistency and structure of support and expectations for student success in all arenas of his/her daily life.

Scholarship and research equally indicate the importance of developing students academic habits and character skills so that students are able to become independent and self-directed learners. In order to support and develop these skills active participation in small group and individual settings, through Advisory and Academic Coaching create structures and supports that students need throughout the transition from 5th grade to middle school, and support the coherence and development of our community as the school grows.

Instructional Strategies/Activities

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

1. Strategies/activities that encompass the needs of identified subgroups

1. SOFBK will hold a series of parent workshops/support groups, facilitated by Parent Coordinator and the Guidance department/Partnership for Children, around strategies to support student socio-emotional and academic growth ; open school nights and parent engagement events including the Fall Showcase, the Winter Showcase and Spring Showcase will be held as a whole school community, including the Parent Association, to begin the integration of families into the life of the school, and to build community and citizenship characteristics.
2. Engrade, a school-wide information sharing system, provides each parent with their own access codes and access to contact all staff directly regarding student progress and achievement. This program also provides families with full access to student report cards, key assignments, academic coaching notes, and other artifacts of learning.
3. Weekly team meetings are programmed into the year long schedule to discuss students and develop strategies to implement across classes to support students social emotional and academic development. Action plans are documented, shared, and then used by advisors to plan coaching sessions.

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

1. Parent Coordinator, after school coordinator, Partnership for Children, and guidance staff will plan and execute workshops and events for families.
2. All staff trained on Engrade, with support provided by Engrade throughout the year as needed
3. Partnership with Children will work with staff during team meetings to create action plans to support student social-emotional growth and to identify at risk students for individual counseling, as well as work with staff to plan groups for students including, but not limited to boys group, girls group, peer mediation, drawing/arts therapy clubs, student council, etc.

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

1. Attendance at school-wide parent events, will be taken and should increase over the course of the school year, with goals to improve attendance for parent-teacher conferences, PTA meetings, and parent support groups.
2. Quarterly leadership meetings, with support from Big Picture Learning, will assess the connections between coaching notes and students grades, and assess effectiveness of intervention plans as evidenced by data from Engrade
3. Weekly meetings with Partnership for Children to review action plans, review disciplinary records, and assess effectiveness of intervention plans and supports.

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

1. Summer parent meetings and kick-off event to welcome students, trimester showcases to demonstrate after school program and engage families, parent support groups and workshops to begin in October/November and continue throughout the year.
2. Quarterly leadership meetings to follow progress reports and report cards, beginning in November and continuing throughout the school year.
3. Weekly meetings with Partnership for Children, as well as team meetings to begin in October and continue throughout the school year.

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

1. Parent Coordinator will work with administrative team and parents association to execute parent events listed above.
2. School-wide schedule was written to allow for weekly “Kid Talk” meetings
3. Partnership for Children, including a full time MSW and two-three social work interns will join the school community from September-June

Strategies to Increase Parental Involvement

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

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; 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.

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

1. Strategies/activities that encompass the needs of identified subgroups

1.

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

1.

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

1.

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

1.

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

6.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

6. Strategies/activities that encompass the needs of identified subgroups

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> • Ongoing assessment of reading and writing levels according to Teachers College Reading and Writing Project Running Records and writing benchmarks, • Targeted comprehension strategies and word solving strategies for small group instruction in content areas. • After school homework help and tutoring support 	<ul style="list-style-type: none"> • Three extra literacy blocks per week, which are all small group instruction • After school tutoring is small groups of 3-5 and sometimes 1-1. 	During regularly scheduled classes, one-on-one academic coaching, small group pull outs, after school homework club, lunchtime,
Mathematics	<ul style="list-style-type: none"> • Small group intervention in basic math skills such as multiplication and long division. • Explicit instruction during intervention that also includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review. 	<ul style="list-style-type: none"> • Small groups instruction during content area classes. • After school tutoring which is small group and 1-1. 	During regularly scheduled classes, one on one academic coaching , small group pull outs, after school homework club, lunch time
Science	<ul style="list-style-type: none"> • Targeted comprehension strategies and word solving strategies for small group instruction in content areas. 	<ul style="list-style-type: none"> • Small groups instruction during content area classes. 	During regularly scheduled classes, one-on-one academic coaching, small group pull outs, after school homework club, lunchtime
Social Studies	<ul style="list-style-type: none"> • Ongoing assessment of reading and writing levels according to Teachers College Reading and Writing Project Running Records and writing benchmarks • Targeted comprehension strategies and word solving strategies for small group instruction in content areas. 	<ul style="list-style-type: none"> • Three extra literacy blocks per week, which are all small group instruction 	During regularly scheduled classes, one-on-one academic coaching, small group pull outs, after school homework club, lunchtime

	<ul style="list-style-type: none"> • After school homework help and tutoring support 		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Counseling by guidance counselor, social workers, and testing by school psychologist 	<ul style="list-style-type: none"> • 1-1 and group counseling 	During school

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

The hire committee at SOF Brooklyn seeks to hire future teachers who align with our school's mission, vision, and core values. The hiring committee develops a series of hiring exercises that group and individual interview sessions in accordance with the 18D process and in consultation with the UFT. We want to ensure that the new teachers we hire have beliefs about teaching and learning that align with ours as well as are collaborators in a team setting. Once teachers are hired, they are supported in a number of ways. All teachers engage in goal setting around the Danielson Framework with the principal. These goals are worked on and revisited several times throughout the year. Additionally, teachers have some freedom to direct their professional development based on the goals they set with the Danielson Framework.

High Quality and Ongoing Professional Development

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

All teachers across all content areas will work with a consultant from Teachers College about incorporating literacy and writing skills across all content areas, specifically in the areas of argument and informational writing. The TC consultant will help develop school wide rubrics that teachers can use to measure student progress toward mastery of reading and writing standards. Additionally, teachers have common planning time in which to look at student work to inform instructional strategies and next teaching moves for students.

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

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

Funds are used to support Partnership for Children in order to provide full time social work programming for students and families, including home visits, support service consultations, and family and student in-school support. Funds are also used to support parent involvement programming, providing supplies for students in temporary housing (backpacks, uniforms, basic school supplies), funds also support teacher professional development in working with students in crisis as provided by Partnership for Children.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA program resources are used to provide per session funds for teachers who are involved in small group instruction with students after school. Additionally, it is used to provide additional training for teachers in specific intervention targeted instruction as well as support outside of school planning time for the TA instructors to meet and collaborate with the students

core instructional teachers.

TA Coordination with the Regular Program

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

The TA program runs after school. It includes accelerated, high quality curriculum that is delivered with research proven intervention techniques, often chosen from the “What Works” website. The TA teachers collaborate with the core curriculum instructions to ensure that they have the most up to date data on students’ current needs and that they can support the work in the regular educational program

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

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

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

Parent Involvement Policy (PIP) 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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District 19	Borough Brooklyn	School Number 663
School Name The School Of The Future		

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

Principal S. Kaufmann	Assistant Principal Jen Rygalski
Coach type here	Coach type here
ESL Teacher Nicole Cafaro	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Jamaine Robinson
Related Service Provider R. Schubert	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	75	Total number of ELLs	3	ELLs as share of total student population (%)	3.95%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In							1							1
SELECT ONE														0
Total	0	0	0	0	0	0	1	0	0	0	0	0	0	1

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	3	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	1
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	1

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL				2		1	1			3
Total	0	0	0	2	0	1	1	0	0	3

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0

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

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	2	1			3
7					0
8					0
NYSAA Bilingual (SWD)					0

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

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

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
At PS 663 we will use the Fountas and Pinnell Assessment to evaluate student reading and comprehension ability to determine literacy skills. The data obtained from the Fountas and Pinnell assessments will be able to drive instruction for our ELLs, to align to a Leveled Literacy Intervention, and determine each child's instruction level for guided reading. Additionally, we provide intervention after school.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Based on the data, our students fall in advanced proficiency levels.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
Modality set analysis (RNMR) not available at this time.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

A. All our ELLs are Advanced. We only have one grade, but we do see that our students are struggling with Listening and Speaking more than Reading and Writing. Some students took a NL test, though many did not. In the past our students scored similar results in their NL exam as their English exams.

B. The school leadership and teachers are using the results of ELL Assessments to group students according to levels in oral, reading and writing ability. These ongoing assessments permit both the school leaders and teachers to examine the child's knowledge and learning to gather more than quick snapshots of what the child can do but also to define the child's next learning goals. As their levels improve, groups will vary.

C. As our school continues to learn about ELLs from assessments, children will be academically supported in their native language by adapting instruction to support the learning process. Classroom activities will match the students second-language acquisition levels. For example, depending on the students proficiency level, scaffolds will be tailored to increase the L1 dominance. Teachers will use cognates to develop comprehension in English. Teachers and students will be able to use their native language in the classroom as a way to increase their awareness in their primary language as a tool for understanding a second language.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Using the Standard Treatment Protocol Model, we will use the data received from the Fountas and Pinnell Benchmarks and the Student Oral Language Observation Matrix (SOLOM) to determine if our ELLs are in need of an (RTI) intervention to increase their oral and academic levels.
6. How do you make sure that a child's second language development is considered in instructional decisions?
To ensure that our children's second language is considered when making instructional decisions school leaders and teachers play an important role in a learner's acquiring a second language. We will adapt instruction to meet the individual needs of the learner so that each student can achieve academic success. As a school community we will consider the psychological and social factors of all of our ELLs:
 1. Psychological Factors include: Getting to know the learner's background, L1 and L2 experiences, prior academic success, likes/dislikes, social-emotional factors- self-esteem, motivation, anxiety level & attitude toward L1 & L2, attitude toward teacher and class, cognitive factors- level of L2 acquisition, cognitive/learning style.
 2. Sociocultural factors include: family acculturation and use of L1 & L2, family values, sociocultural support for L1 in the classroomGetting to know the child is a key factor to ensuring academic and social success for an ELL and at PS 557 (Brooklyn Gardens Elementary) we will make sure that this is apart of their learning experience.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?

c. How are EPs performing on State and City Assessments?

NO Dual Language Program available

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

To evaluate the success of our program for ELLs, we will closely monitor progress for all 4 students. To ensure that we are meeting AYP for ELLs and students are academically increasing in their F & P levels and increasing in their oral proficiency levels (SOLOM) students will be monitored and assessed quarterly to make decisions about:

1. Student placement
2. To make day to day instructional decisions
3. To make adjustments if needed with resources, instructional time and materials

This process will allow for us to measure student achievement against the SOLOM Matrix, F & P Continuum and the NYSELAT exam.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 1. At enrollment, Mrs. Nicole Cafaro our certified and trained ESL pedagogue , or other trained ESL pedagogue , conducts an informal oral interview and administers a Home Language Identification Survey (HLIS)—translated in nine languages—to parents to determine what language the child speaks at home using Appendix B from EPIC. Translation services are provided at this time if necessary.
 2. LAB-R is administered as soon as possible and certainly within ten days of registration by Mrs. Cafaro. Students who speak Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance.
 3. Students that score below proficiency on the LAB-R become eligible for state-mandated services for ELLs.
 4. Once a student is entitled to services, the parents are immediately notified via written form and by phone by Mrs. Cafaro and/or pupil accounting secretary. or our At this time, the parents are given the choice for the model of instruction for their child; bilingual, freestanding ESL, or dual language. Since we currently only offer Freestanding ESL at PS663, the parents can look for other programs if desired. Mrs. Cafaro can help them look for such programs. Mrs. Cafaro will provide clearer understanding for the parents at the orientation (methods include interpreter, video)
 4. Mrs. Cafaro will provide and maintain dialog with the parents to ensure parents are informed of their rights and available choices throughout their childrens services.
 5. Once the parents choice is made, the ELPC screen on ATS is then updated with the parent choice information within 20 days of registration
 6. Program is devised by Mrs. Cafaro, classroom teacher and our instructional team to provide mandated services to ELL students, and to ensure they receive their appropriate number of mandated minutes of instruction. Consideration is taken into classroom schedules as well as any other additional mandated services if applicable.
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.

Parents/guardians are invited to attend a parent orientation as quickly as possible to ensure services begin in the appropriate time frame (after 20 days) Parents/guardians will attend orientation to discuss choices and receive clearer understanding of all three program choices. The Parent Orientation Video (on the NYCDOE website) is also utilized to ensure understanding by the parents. If interpretation is necessary, it is provided both via telephone and at the orientation. Phone calls are made by pupil accounting secretary to confirm attendance of all parents of children who are deemed to receive services.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are

returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

Once LAB-R results are calculated and it is determined if the student(s) are entitled to ELL services, a phone call is made to the parents. Parents are notified at this time if their child/children are entitled to ELL services or not. If the parent makes the appointment for parent orientation at this time (preferred) they can opt to receive their entitlement letter at the parent orientation meeting to avoid mail delay. IF the phone communication is not successful, a formal letter is mailed immediately. After entitlement letters are received by parents and returned, parent survey and orientation are complete, and program selection have been made, a file is created for each student and confidentially filed and locked with all ESL documents in a secure faculty file location.

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.

Currently, we only offer Freestanding ESL. If the family chooses to investigate and enroll in another model which is not offered here, Mrs. Cafaro will provide assistance to the family in locating and enrolling in the said program. This is determined at the parent orientation meeting. In our Freestanding ESL model, The ESL teacher will provide a total of 360 minutes of instruction for all beginner (as they arrive) and intermediate ELLs. The ESL teacher will provide a combination of push-in instruction and pull-out instruction. We currently only service children in grade 6, which will allow the ESL teacher to provide specific instruction to meet their academic needs. Mrs. Cafaro will collaborate with all subject area teachers to devise a schedule and instructional plan to successfully assist students toward their academic and language acquisition goals.

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

ATS reports are used to determine eligibility; RLER. We currently service grade 6. The NYSELAT exam will have to be administered for a total of 3 students by our certified ESL Teacher Mrs. Cafaro. A schedule will be created by Mrs. Cafaro the ESL certified pedagogue and she will facilitate all sections of the NYSELAT exam to all students that are eligible.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.  We do not have Parent Selection Forms and Program selections for 19K663 due to that we are a brand new school. Discussion with staff members and regular review of the above said forms from the past school have informed us that most families consistently prefer free-standing ESL. Currently, all newcomer parents have requested that children receive freestanding ESL. We will stay aligned with parent choice by using ELIC screen, as well as recordkeeping by ESL Teacher Mrs. Cafaro. In addition, Mrs. Cafaro will monitor fluctuations in home language in the student population.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
A&B. We currently have 3 ESL students in grade 6. We will be pushing into the classroom with the students, and pull them out in addition if necessary for targeted instruction.
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)?
Only Freestanding ESL is currently offered at 19K663 - Currently, our students proficiency ratings are advanced and require 180 instructional minutes. The ESL teacher will support students during classroom ELA blocks at the advanced levels pushing-in to increase their oral and academic levels. ESL service schedules are designed by Mrs. Cafaro using classroom schedules so that the student's pull out instruction does not interfere with their ELA classroom instruction. As students of various levels enter the school, Mrs. Cafaro will meet with the instructional team, classroom teacher, and any other service providers if applicable to ensure all mandated minutes are delivered.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
The principles of Specially Designed Academic Instruction in English (SDAIE) is the approach we will take to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards. SDAIE addresses the following needs of English Learners:
 1. to learn grade-appropriate content
 2. to master English vocabulary and grammar
 3. to learn academic English
 4. to develop strategies for learning how to learnThe goal of the teacher is to devote particular attention to communication strategies and scaffold childrens learning throughout. Using SDAIE as an approach to teaching ELLs involves the careful planning of content, language, and learning strategy objectives and the selecting, modifying, and organizing of materials and text that support those objectives. As the teacher plans out the content objective, each content objective has specific language demands. Language objectives are devised to consider the various tasks that language users must be able to perform in the different content areas. The Language Objective addresses not only vocabulary but also the language functions and discourse of the discipline. Implementation of the SDAIE model will meet the needs of our ELLs ensuring that language development is embedded to everyday learning.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
To ensure that ELLs are appropriately evaluated in their native language throughout the year we will administer the same assessments in their native language and in English
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
To ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year we will use the Student Oral Language Observation Matrix (SOLOM) to measure the speaking and listening components and Fountas & Pinnell Assessment to measure comprehension. The ESL teacher will monitor class participation in congruency with the classroom teachers, writing samples will be evaluated throughout the year, as well as anecdotal logs kept by ESL and classroom teachers.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.

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

A. Currently, we do not have any SIFE students. However, an instructional plan for future SIFE students will receive the mandated amount of ESL instructional minutes as per CR Part 154, according to proficiency level, AIS services, and extra support. Specific determinations will need to be made in consideration to time spent without formal education, student academic levels, and more.

B. Newcoming students are serviced in small groups with children from mixed level groups until they have acquired basic inter-communication skills (BICS). Using the SOLOM measuring tool, newcomers are frequently informally assessed in their speaking and listening skill in order to begin instruction to improve their cognitive academic language proficiency (CALP)

C. ELLs receiving services between 4-6 years will be instructed in specific areas which are still showing as deficient, as per various assessments (classroom, ESL, NYSESLAT). Concentration will be placed on those areas for targeted instruction.

D. ELLs receiving services 6+ years will also be given specific instruction in areas still deficient. Extremely close monitoring is executed to help these students reach their language acquisition goals. Collaboration with the classroom teacher will help support these students to reach their language proficiency.

E. Former ELLs will be monitored by Mrs. Cafaro for up to two years. Close collaboration with the classroom teacher will indicate if support is needed during the transition. If support is needed, Mrs. Cafaro and the instructional team will evaluate what support is needed, and how to best provide the support necessary.

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

We currently have 1 ELL-SWD. All students including SWD are serviced by an ESL teacher using the push-in and pull-out approach. Universal Design for Learning (UDL) principals will serve as a guide to provide access to academic content areas and accelerate English Language Development. This method will give each student meaningful access to the curriculum by assuring access to the environment as well as multiple means of representation, expression, and engagement.

The following principles should support English language Development for ELL-SWDS:

- 1. inclusiveness- a classroom climate that communicates respect
- 2. physical space- equipment, resources and materials provide access for participation, a little physical effort in obtaining
- 3. delivery methods- content is delivered and presented in multiple modes
- 4. information access- use of captions, videos, accesible electronic formats and printed work
- 5. interaction- accessible to everyone, use of multiple ways for students to participate
- 6. feedback- effective prompting during activity and constructive comments for all studentwork completed
- 7. demonstration of knowledge- provisions for multiple ways to demonstrate studentwork: group work, portfolios, demonstrations, and presentations.

In addition, ESL service schedules are designed by Mrs. Cafaro and the IEP team using classroom and other service schedules to ensure that the student's pull out instruction does not interfere with their ELA classroom instruction or other services.

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

ELL-SWDs participate in mixed grouping with students in the general education population to engage in communication with peers in their grade. Scheduling is designed strategically to offer opportunies for students to participate in instruction with peers in their same grade in the general education classroom with collaboration between the ESL teacher.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
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Courses Taught in Languages Other than English *①*

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

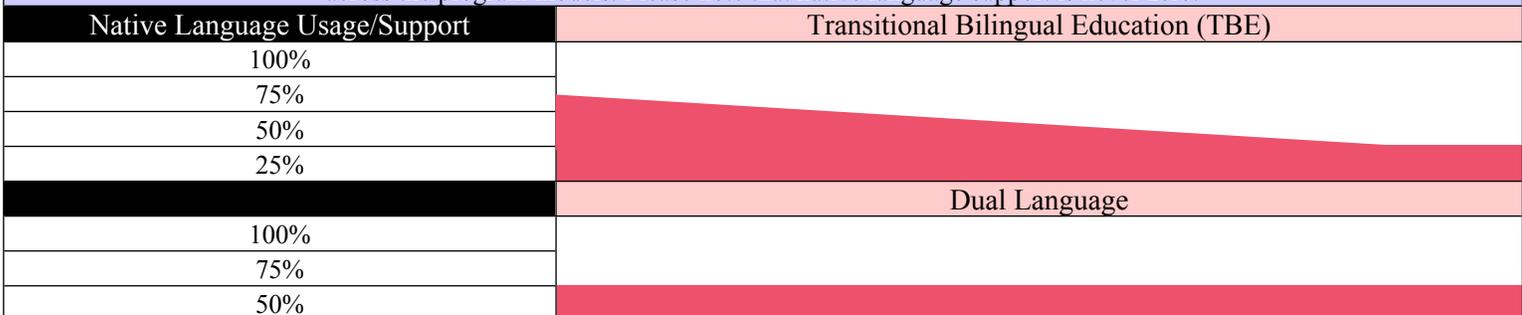
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Our ESL students are offered targeted intervention in the areas of math and literacy in English during extended day on Monday and Tuesdays 2:50PM - 3:40PM. Support is offered in English. Students who are ELLs and showing academic difficulty on test scores and assessments in ELA, Science and Social Studies are given targeted direct instruction in areas needed in a small group setting. This will provide quality support for students needing intervention in these areas.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our ESL teacher will continuously collaborate with the classroom teachers to ensure that content objectives and language objectives are aligned to the Common Core Learning Standards and supporting language development
11. What new programs or improvements will be considered for the upcoming school year?
- Additional resources and technology devices will be considered for the upcoming school year.
12. What programs/services for ELLs will be discontinued and why?
- There are no programs that will be discontinued for ELLs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs are afforded the equal opportunity to all school programs. We currently do not offer any extra curricular activities at all. ELLs are automatically entitled to after school curricular support that is available.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- We have purchased class sets of novels in Spanish to support our NLA instruction. For Math, we have class sets of CMP3 in Spanish as well as our Science curriculum in Spanish. We do not have much technology as we are in our first year of existence but when we do we will use programs such as Achieve 3000 to support our ELLs. We purchased Exemplars in Spanish for Math and Science as well.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- We have all our curriculum available in Spanish. We have books and novels in Spanish in order to grow their proficiency in Spanish. We have reading materials in Bengali and Spanish to support our students. When necessary, our teachers translate materials for our newcomers in order to ensure they are internalizing the content while learning the related English.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All of our required services support, and our resources correspond to our ELL's ages and grade levels. Our curriculum and support materials are age and grade appropriate.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- We ensure that newly enrolled ELL students and their families are prepared for the school year upon registration. A 1:1 interview is conducted during the registration process and families receive information about our school. Such as beginning and ending times, school supply list, contact information, a tour of the school is provided and a meet and greet between administration and families. Parents are informed of appropriate and scheduled times to meet with and/or speak to their child/childrens teacher(s)
18. What language electives are offered to ELLs?
- Currently, there are no language electives offered at our school.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?
- There is no dual language program in the school at this time.

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
 1. The professional development plan for ELL personnel at our school will be provided by both our Childrens First Network 401 staff and PS 663 administration. Professional Development will be held at:
 - monthly faculty conferences after school
 - grade planning team meetings on Mondays 2:00P.M-3:00PM.
 - professional development days
 - designed CFN 401 locations/in school PDs (example: New ESL Training - Cohort I)
 2. The professional development for all pedagogues of ELLs will provide training during faculty conferences, grade planning meetings and professional development days. The ESL teacher and classroom teacher will collaborate to ensure that curriculum and daily plans are aligned to the Common Core Learning Standards. Weekly "Kid Talk" meetings with the guidance counselor are facilitated, Guidance Counselor also receives PD at ESL Teacher led PDs at Monthly Staff meetings.

Ongoing assessments, evaluations and training will be facilitated as needed.
 3. The ESL teacher will work congruently with our parent coordinator to ensure appropriate services are in place during transition; for both Elementary to Middle School, as well as Middle School to High School.
 4. All staff is provided with ELL training during faculty conferences, grade planning meetings and professional development days. Monthly team meetings will be held with the ESL teacher and administration to develop and execute proper effective PDs for teachers of ELLs. Observations and feedback based on ELLs progress and assessments will drive training and instruction for ALL teachers of ELLs. Training will also be provided by the CFN.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. We currently have a family volunteer program and encourage all ELL families to participate. We currently have parent workshop schedule for ELL families and we encourage and outreach to all families to participate. Families are encourage to take part in their childs learning. Parent coordinator and ESL teacher are ongoingly All school messaging and letters are translated for communication.
 2. We currently partner with Partnership with Children and they provide ongoing parent workshops for all parents including ELL parents.
 3. Currently, upon registration all ELL families that register their child have a parent orientation with administration to support the transition and welcoming to our school. In addition, the parents meet with our parent coordinator to determine what, if any, services or assisitance may be needed by the family. We will also provide surveys to families twice a year once in the mid-year and another at the end of the year to gain insight to potential workshops they would like to have throughout the course of the year and how we can better serve our community.
 4. Based on information gathered from parent orientation with ESL teacher, parent coordinator, bi-annual parent surveys, and communication with the families, many families are interested in learning how they can learn ways to support their child at home with their academics. Workshops will be given on various ways how parents of ELLs can assisit in their child's success in learning.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: School Of The Future

School DBN: 19K663

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
S. Kauffman	Principal		1/1/01
J. Rygalski	Assistant Principal		1/1/01
Jermaine Robinson	Parent Coordinator		1/1/01
Nicole Podell-Cafaro	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