

**2013-2014  
Comprehensive Educational Plan  
(CEP)  
Updated 2014-2015**

**School Name:**

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

**Principal: Sarah Kaufman**

**Principal Email:**

**Superintendent:**

**Network Leader:**

### School Leadership Team (SLT) Signature Page

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

**Directions:**

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

Signature	Position and Constituent Group Represented	Name
	*Principal or Designee	Sarah Kaufmann
	*UFT Chapter Leader or Designee	Rachel Fischhoff
	*PA/PTA President or Designated Co-President	Shakira Crawford
	DC 37 Representative, if applicable	Ja'maine Robinson
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	Katie Miller
	Member/ UFT	Alyson Lopez
	Member/ CBO Representative	Cristin Stringing
	Member/ Parent	Nancy Rodriguez
	Member/ Parent	Claudette McIntosh
	Member/ Parent	Marcelle Good
	Member/ UFT	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the

original SLT signature page.

### **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.
- 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).

### **Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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
<b>School Leadership Team Signature Page</b>	
<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>	
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)	
<b>Academic Intervention Services (AIS)</b>	
<b>Title I Plan (Only for schools receiving Title I funding)</b>	
<b>Parent Involvement Policy (PIP)</b>	

### **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.

100% of staff will meet weekly to refine and develop curricula across content areas to align with the CCLS and result in rigorous performance tasks, leading to college and career readiness for all students, with particular focus on developing literacy and mathematics skills. Results of weekly meetings will be reviewed quarterly by administration.

#### **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.

Based on the Middle School Quality Snapshot 16% of students are meeting state standards on the State English test with an average score of 2.4 out of 4.5, and 15% of students are meeting state standards on the State math test with an average score of 2.2 out of 4.5. We believe that the refinement of curricula will directly impact student achievement in these areas.

Based on feedback from the Principal Performance Observations as well as our New School Quality Review, indicators 1.1 (Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to the Common Core Learning Standards and/or content standards) and 1.2 (Engaging and meeting the needs of all learners so that all students produce meaningful work products) are areas our school needs to develop. This goal directly incorporates and addresses that feedback in order to increase student achievement.

#### **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. Alignment of professional learning activities
2. Expand staff and supplies

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

1. School leadership team (grade team and department leadership), CBO partnerships ((Big Picture Learning, Teacher's College Reading and Writing Project), CFN support.
2. Additional grade team (7<sup>th</sup> grade) added to school, as well as necessary support staff to sustain operations

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

1. Analysis of learning activities and artifacts on a quarterly basis with alignment to student achievement on progress reports, formative and summative assessment data, and performance tasks. Curricula, assessments and data will be reviewed with supporting consultants to assure alignment, target areas for growth and to determine necessary professional learning activities for staff.
2. Instructional staff to be expanded to include necessary teaching staff for a full grade expansion. Supporting staff and partnerships expanded in kind to match the student population, in particular focusing on the expansion of Partnership with Children to include two full-time social workers and 4 social work interns. Staff will also be expanded to include a secretary. Supplies and technology will be expanded in kind to support academic and curricular needs for the 7<sup>th</sup> grade.

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

1. Quarterly review of professional learning activities and artifacts with support from CBO and CFN beginning in August/September with subsequent reviews in November, February, and May.
2. Strategic hiring decisions during the summer of 2014 based on projected enrollment and student need, revised as needed throughout the school year.

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

1. Tax levy and Title 1 funds are allocated to support a contract with the Teachers College Reading and Writing Project, and Big Picture Learning. New School OTPS grant allocated to purchase supplies for classroom libraries and literacy in the content areas. Tax Levy funding allocated to hire two full time literacy teachers on each grade team. Tax Levy funding allocated to hire two full time literacy teachers on each grade team, as well as two special education teachers to directly support literacy. Tax Levy funds allocated to hire one full time mathematics teacher on each grade team and one special education teacher to directly support mathematics. Tax Levy funds allocated to hire full time science teacher and one science/social studies special education teacher.
2. content-specific special education teachers (Science/Social Studies, Math, Reading, and Writing) in order to design rigorous instruction within each discipline. Time allocated to support common planning within the school day and during after school professional development.

**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 may include workshops to build 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 and after school parent engagement block 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.
<b>Grants</b>	<b>Set Aside</b>	<b>Title III</b>	<b>Title IIA</b>	<b>Title IA</b>	<b>x</b>	<b>Tax Levy</b>	<b>x</b>	
								List any additional fund sources your school is using to support the instructional goal below.

## **Goal and Action Plan #2**

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

### **Annual Goal #2**

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

Every quarter, 100% of staff will meet to adjust instructional decisions through analysis of common assessments and other artifacts of student performance, resulting in increased student achievement as evidenced by performance on the New York State ELA and math exams.

### **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.

Based on the Middle School Quality Snapshot 16% of students are meeting state standards on the State English test with an average score of 2.4 out of 4.5, and 15% of students are meeting state standards on the State math test with an average score of 2.2 out of 4.5. We believe that the refinement of curricula will directly impact student achievement in these areas.

Based on feedback from the Principal Performance Observations as well as our New School Quality Review, indicator 2.2 (Adjust instructional decisions and use of common assessments and rubrics through analysis of student performance data including ongoing checks for understanding to meet all students' learning needs, including students with disabilities and English language learners) is an area of development for our school. This goal directly addresses that feedback in order to increase student achievement.

### **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. Alignment of professional learning activities
2. School-wide use of EngradePro and associated technology

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

1. Department leaders, grade team leaders, and consultants (Big Picture Learning and Teacher's College Reading and Writing Project)
2. Grade team leaders, school secretary, parent coordinator, administration

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

1. Professional learning activities will include the design of a year-long assessment and data plan to be followed throughout the school year, attending to baseline, mid-year, and year end assessment information and student intervention plans. Evidence and impact will be assessed in department meetings with administration, as well as through administrative review and feedback.
2. Bi-monthly reviews of EngradePro and supporting technology by administrative and support team.

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

1. Weekly meetings with department leaders, grade team leaders, and administration to design and develop professional learning activities to include common assessments, use of rubrics, and analysis of student performance data in accordance with each department's year-long assessment plan (as submitted for administrative review in September). Staff progress, meetings attendance, and subsequent data will be reviewed by administration and supporting consultants as needed, attending to baseline, mid-year, and final assessment information.
2. August and September training for all staff and students in EngradePro and Google applications, subsequent

training and support for grade team leaders and student data management team to ensure accuracy across systems and programming. Quarterly printing and distribution of progress reports, with administrative review in comparison to assessment data as uploaded by academic departments.

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

Title 1 funds allocated to support contract with Teachers College Reading and Writing Project to develop and implement strategies across curricula in the use of common rubrics and assessment tools. Tax Levy funds and NYSTL funds used to purchase EngradePro to house student assessment data. Time allocated through the school wide program and professional development to review student data and inform instructional decisions, in particular around performance tasks.

Tax Levy funds allocated to support contract with Big Picture Learning to develop and support team practices around data and assessment, in particular to support students in academic coaching as well as support administration in school-wide planning. Tax Levy funds and New School OTPS funds allocated to purchase technology and curricula supports for teachers. NYSTL funds used to purchase DRP assessments for measuring reading growth. Per-session allocated for staff to develop assessments in the content areas.

**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 may include workshops to build 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 and after school parent engagement block 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.
		<b>Title III</b>	X	<b>Title IIA</b>		<b>Title IA</b>	X	<b>Tax Levy</b>	X
									List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #3**

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

**Annual Goal #3**

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

Increase parent attendance at parent-teacher conferences to 70% or higher by strengthening our comprehensive advisory and academic coaching program, integrating the parent association into the life of the school, and increasing consistent communication with 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.

Based on feedback from the School Environment Survey, as well as attendance data from parent-teacher conferences during the 2013-2014 school year, this is an area of growth for our school.

**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. Aligned professional learning activities in particular during after school parent engagement blocks
2. Expanded CBO support and school-based support staff

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

1. Grade team leaders will lead teams in parent outreach strategies.
2. School support staff to include parent coordinator, school secretary and office staff, CBO Partnership With Children and CBO Big Picture Learning planning outreach events.

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

1. Outreach and communication between families and academic coaches to be logged in EngradePro, or Google apps as appropriate. Schedules for meetings, as well as information about student achievement, will be communicated to parents digitally.

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

1. September 2015-June 2106

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

1. Tax levy funding is allocated to support contracts with Big Picture Learning to support academic coaching, advisory, and restorative practices. Tax Levy funding is allocated to support contracts with Partnership for Children to support parent engagement as well as students and families in and outside of school. Grants for out of school time will also support community building and culture through OSYD in the creation of a comprehensive after school program in partnership with SASF.

**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 may include use of parent engagement block to individually schedule parents. Use of school support staff and CBOs for outreach and scheduling, and consistent communication with progress reports, EngradePro, and monthly communications.

**Budget and Resource Alignment**

										Indicate
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									using an "X" the fund source(s) that your school is using to support the instructional goal.
side		Title III	X	Title IIA		Title IA	X	Tax Levy	X
									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.

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

1.

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

1.

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

1.

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

1.

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

1.

**Strategies to Increase Parental Involvement**

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

**Budget and Resource Alignment**

									Indicate using an "X" the fund source (s) that your school is using to support the instructional goal.
		<b>Title III</b>		<b>Title IIA</b>		<b>Title IA</b>		<b>Tax Levy</b>	
									List any additional

									fund source s your school is using to suppor t the instruct ional goal below.

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

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

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

1.

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

1.

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

1.

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

1.

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

1.

**Strategies to Increase Parental Involvement**

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

**Budget and Resource Alignment**

									Indicate using an "X" the fund source (s) that your school is using to support the instructional goal.
		<b>Title III</b>		<b>Title IIA</b>		<b>Title IA</b>		<b>Tax Levy</b>	
									List any additional

									fund source s your school is using to suppor t the instruct ional goal below.

<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Type of Academic Intervention Service (AIS)</b>
School Day, After School	Small group instruction, one-to-one tutoring	Guided reading	<b>ELA</b>
School Day, After School	Small group instruction, one-to-one tutoring	Numeracy and fluency programs (both teacher-led and technology based)	<b>Mathematics</b>
School Day, After School	Small group instruction and one-to-one tutoring	Pre-teaching, non-fiction reading support, supplemental materials and labs	<b>Science</b>
School Day	Small group	Non-fiction reading support, supplemental content support (video, higher levels of text differentiation, pre-teaching) and writing support	<b>Social Studies</b>
School Day	Small group and one-to-one counseling	Counseling services provided by guidance counselor and social workers provided by CBO partner Partnership With Children	<b><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></b>

### **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.

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

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

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

**Title I Status**

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

**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 hiring committee (made up of teachers, administration, and students) seeks to hire high quality staff who align with our school's mission, vision, and core values. The hiring committee, in consultation with CBO support, developed a series of group and individual interview tasks as well as a demo lesson. Once teachers are hired they attend a summer institute to acclimate to our school's culture and values. Teachers then work with administration to set goals based on the Danielson Framework, and in consultation with professional development services. These goals are discussed with teachers' mentors, included in school-wide professional development goals, and are reviewed and revised throughout the school year as necessary. Title 1 funds are also used to support high levels of arts integration by providing artists residencies in music, film, and performance and visual arts.

**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).

In accordance with the UFT contract, all teachers will participate in professional development each Monday and Tuesday after school. Professional learning activities will cycle through teacher, administrator, and consultant lead, depending on need. Professional learning activities during the school day include: mentor observations and meetings, co-planning sessions, observations and feedback, and support from outside consultants (including CFN support, Teachers College Reading and Writing Project, and Big Picture Learning) and attendance at professional development conferences.

**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.).

Federal, State and local funds are integrated to directly support our partnership with Big Picture Learning who works with us to develop restorative practices, community building, parent engagement and meet students' needs in one-on-one academic coaching and advisory. Funds are also integrated to support Partnership With Children, who provide social work

services in school and outside of school. Partnership With Children provides direct support to students in temporary housing, students in foster care, students with attendances issues, as well as in school counseling and support for students and families.

### **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.).

N/A

#### **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.

Assessment selection and development is done in academic departments, lead by department leaders and consultants (where applicable). Department leaders met with administration in preparation for the 2014-2015 school year to review year-long assessment planning goals and data management. Resources for assessment development (Engage New York, Teachers' College Reading and Writing Project) and subsequent professional development will take place throughout the school year through department meetings, data-analysis protocols, student-work protocols, and observations and feedback. Assessments and data will be reviewed three times a year by administration, and programmatic decisions (in particular to support AIS) will be adjusted in consultation with grade team leaders, department leaders, and support staff.

### **TA Schools Only**

#### **Use of Program Resources**

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

#### **TA Coordination with the Regular Program**

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

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

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

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

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**Parent Involvement Policy (PIP)**

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding 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 1<sup>st</sup> 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- limit 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 promptly 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.

**DBN: 19K663**

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$114,961.77	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$904,085.00	X	See action plan

#### <sup>1</sup>Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

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

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>19</b>	Borough <b>Brooklyn</b>	School Number <b>663</b>
School Name <b>The School Of The Future</b>		

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

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>75</b>	Total number of ELLs	<b>3</b>	ELLs as share of total student population (%)	<b>3.95%</b>
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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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Push-In							1							1
SELECT ONE														0
<b>Total</b>	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL				2		1	1			3

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>Total</b>	0	0	0	2	0	1	1	0	0	3
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**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
<b>TOTAL</b>	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	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	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	
<b>TOTAL</b>	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
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>

## 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
Intermediate(I)														0
Advanced (A)							3							3
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

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

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

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

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

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

- 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](#).)
  - 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.
  - 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.
  - Students that score below proficiency on the LAB-R become eligible for state-mandated services for ELLs.
  - 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. 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)
  - 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.
  - Once the parents choice is made, the ELPC screen on ATS is then updated with the parent choice information within 20 days of registration
  - 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.
- 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.
- 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.
- 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. *i*

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 learn

The 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) principles 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 opportunities 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
Native Language Arts:			
Social Studies:			
Math:			
Science:			

### Courses Taught in Languages Other than English ⓘ

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

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

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

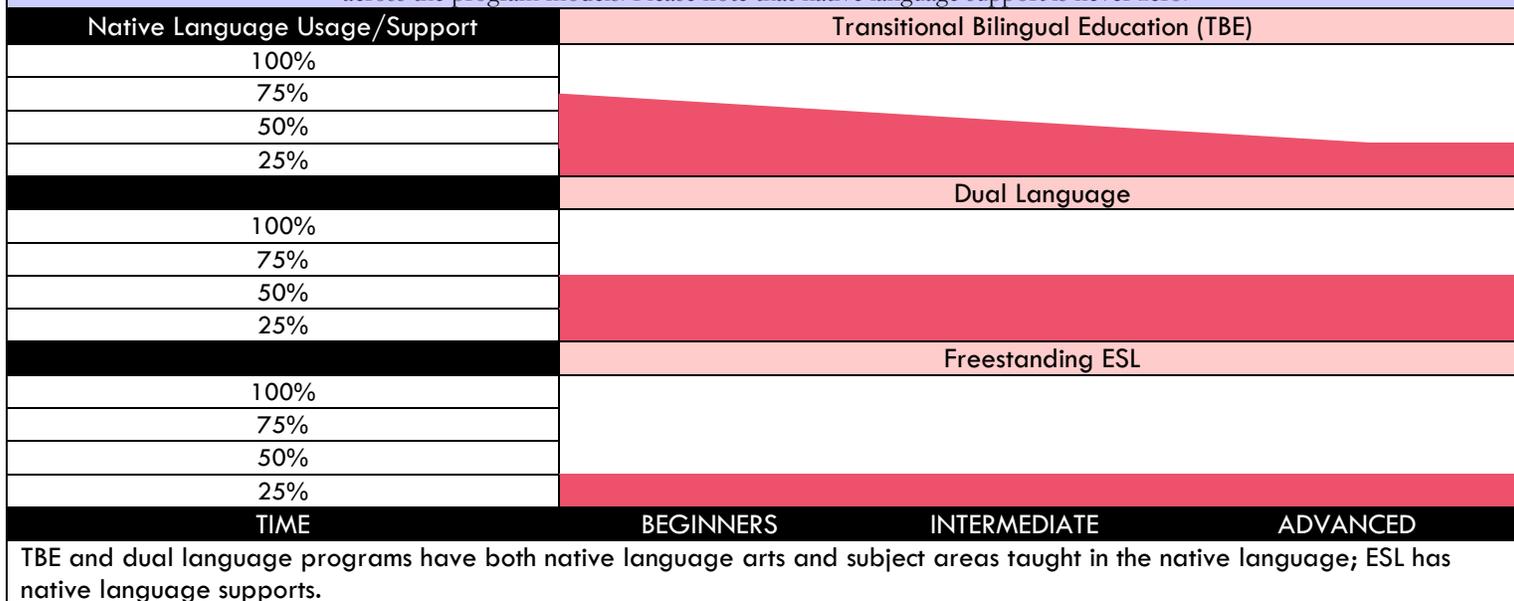
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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



## 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