



## **FUTURE LEADERS ELEMENTARY SCHOOL ~ P. S. 74**

### **2010-2011 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL: 31R074  
ADDRESS: 211 DANIEL LOW TERRACE, STATEN ISLAND, NY 10301  
TELEPHONE: 718-727-5380  
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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** P.S. 74      **SCHOOL NAME:** Future Leaders Elementary School

**SCHOOL ADDRESS:** 211 Daniel Low Terrace, Staten Island, NY 10301

**SCHOOL TELEPHONE:** 718-727-5380      **FAX:** 718-727-5386

**SCHOOL CONTACT PERSON:** Nicole Reid-Christopher      **EMAIL ADDRESS:** nreid@schools.ny  
c.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** TBD

**PRINCIPAL:** Nicole Reid-Christopher

**UFT CHAPTER LEADER:** Matthew Kirwan

**PARENTS' ASSOCIATION PRESIDENT:** Jessup Reid

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 31      **CHILDREN FIRST NETWORK (CFN):** 609

**NETWORK LEADER:** Deborah Van Nostrand

**SUPERINTENDENT:** Erminia Claudio

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: Once the SLT has been formed, enter the names and positions in the spaces provided. If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Nicole Reid-Christopher	*Principal or Designee	
Matthew Kirwan	*UFT Chapter Chairperson or Designee	
Jessup Reid	*PA/PTA President or Designated Co-President	
Zubida Sulemana	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
<b>Joanne Overton</b>	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Isabel Simmons	Member/UFT	
Angela Mascia	Member/UFT	
Olivia Karolys	Member/Parent	
Wilder Selzer	Member/Parent	
Claudia Pica	Member/Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

\* **Core (mandatory) SLT members.**

### **SECTION III: SCHOOL PROFILE**

#### **Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, New School Proposal, etc.).

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Future Leaders Elementary School (FLES) is a new public school established in September 2010. We are a zoned school that serves the children and families who live in the St. George, Tompkinsville, Ward Hill and New Brighton neighborhoods on the North Shore of Staten Island, NY. We share a campus with P.S. 16 and we educate 111 students from prekindergarten to grade 1 and will grow to become a school that serves approximately 385 students from pre-k to grade 5 by 2014.

The FLES school community is committed to developing confident, optimistic and resilient young leaders. Our students' experience in our learning community guides them as they develop their sense of identity and purpose. Our school mission is to empower all members of the FLES school family to be reflective and resourceful leaders in a 21<sup>st</sup> century global community. We are charged to comprehensively develop citizens who will lead tomorrow's society as they confront the mounting issues of the world.

At FLES we strongly believe that our children thrive in a learning environment that provides them with the protective factors that will best nurture their development. These factors include a caring, safe and supportive environment, high expectations for student success and meaningful engagement within our community. Our students participate in the Leader in Me program that focuses on developing their personal leadership skills. This program engages our entire school community in Stephen Covey's *7 Habits of Highly Effective People*. We are a Balanced Literacy school that utilizes the reader's and writer's workshops. Our children participate in daily morning meeting sessions, skill sharpening periods during extended day, instruction supported by technology and they have varied arts residency experiences. All students have science, social studies through the arts and movement electives during the week.

FLES is built upon a professional learning community in which all stakeholders believe in nurturing extraordinary thinkers who are capable of creating self directed and purposeful lives. We recognize that all children have the ability and right to learn in an environment that is focused on their achievement and respects and celebrates their culture. We foster the cognitive, social, physical and emotional growth of all of our students through a first rate, high quality, and rigorous education. Staff members come together to collaborate in teacher teams daily, weekly and monthly. They set goals, create action plans, reflect on individual and collective progress, meet with the school leader in one-on-one conversations, conduct data studies, engage in the inquiry process, review and revise instructional designs and initiatives and participate in child study and professional development. All members of the FLES staff are dedicated to the work we do as we open doors for tomorrow's leaders!

FLES values every opportunity for our school family to reach out to the community to develop and build partnerships that reinforce our investment in tomorrow's global leaders. We enthusiastically collaborate with universities and colleges (Wagner College, New York University), educational organizations (Teachers College Reading and Writing Project, Franklin Covey Education Solutions), cultural institutions (Staten Island Children's Museum, Staten Island Museum), nonprofit organizations (Staten Island Foundation, Materials for the Arts, PENCIL), arts experience organizations (Studio in a School, Together in Dance) and most importantly parents and caregivers.

## **SECTION IV: NEEDS ASSESSMENT**

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York City Department of Education accountability and assessment resources, i.e., ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. Feel free to use any additional measures used by your school to determine the effectiveness of educational programs). It may also be useful to review your school's use of resources: New school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What are the most significant aids or barriers to the school's continuous improvement?

**NOTE: You may elect to respond to this section by referencing the page(s) and sections(s) in your New School Proposal that contains this information. School Leadership Teams may wish to revise their needs assessment once additional student data becomes available.**

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As this is our first year in existence, our focus is to create and maintain a learning environment that fosters our students' academic, social, physical and emotional growth. We serve 111 students from pre-kindergarten to grade 1. We have two full day general education pre-kindergarten classes, one kindergarten bilingual Spanish Integrated Collaborative Teaching class, one general education kindergarten class, one 1<sup>st</sup> grade bilingual 12:1:1 class and one 1<sup>st</sup> grade general education class.

### **Strengths:**

- Our staff was selected from a pool of over 400 DOE employees
- 90% of our teachers are qualified to teach in their positions and experienced in the Department of Education
- Our students average 90% and above attendance rates
- Our students eager to learn
- Some of our parents have time to volunteer in the school
- Teachers have common planning time at least three times per week
- Three teachers have administration licenses
- Teachers are committed to the maintenance of our professional learning community

### **Accomplishments:**

- We adopted the Common Core Standards in Literacy
- We implemented the School-wide Enrichment Model
- We implemented a school-wide fitness program
- We developed a curriculum that embodies our school vision and mission
- We implemented the Leader in Me program
- Secured two grants to bring programs into the school (Leader in Me & Studio in a School)

### **Challenges:**

- Large number of Title 1 families
- Majority of classroom teachers are licensed but do not have kindergarten or grade 1 teaching experience
- There is limited data available on our students
- Many of our parents and care givers speak languages other than English which precipitates some language barriers for communication
- September/October baseline data indicates that 25 of our 29 1<sup>st</sup> grade students are functioning on the kindergarten level in literacy
- Our grade 1 students have demonstrated behavior issues and some have been suspended
- Adopting and incorporating the Common Core Standards in ELA and Mathematics

**SECTION V: ANNUAL SCHOOL GOALS**

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**You may elect to respond to this section by referencing the page(s) and sections(s) in your New School Proposal that contains this information. School Leadership Teams may wish to revise their goals once additional student data becomes available.**

**Notes:** (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

<b>Annual Goal</b>	<b>Short Description</b>
<p><b>By June 2011, at least 70% of all students in kindergarten and grade 1 will demonstrate gains toward mastery of ELA Common Core State Standards in Reading Foundational Skills, in their native language as compared to their baseline reading assessments as measured by Teachers College Reading and Writing Project assessments and/or EI Sol.</b></p>	<p>After reviewing baseline assessments and conducting our needs assessment, the SLT determined the goal for kindergarten and grade 1 Language Arts performance. Student progress will be monitored throughout the year using the Teacher’s College Reading and Writing assessments and EI Sol.</p>
<p><b>By June 2011, At least 60% of all students in kindergarten and grade 1 will demonstrate gains toward mastery of grade level expectations in mathematics, compared to their baseline assessments as measured by Everyday Mathematics and teacher created assessments.</b></p>	<p>After reviewing baseline assessments and conducting our needs assessment, the SLT determined the goal for kindergarten and grade 1 Math performance. Student progress will be monitored throughout the year using Everyday Mathematics and teacher created assessments.</p>
<p><b>By June 2011, 100% our faculty and staff will incorporate the Leader in Me program and leadership theme into the curriculum and daily experience as evidenced by the language, lessons and activities.</b></p>	<p>After conducting our needs assessment and recognizing the importance of establishing the leadership within our school culture, the SLT determined that the establishment of the <i>Leader in Me</i> program would be a schoolwide goal.</p>
<p><b>By June 2011, all students will have had multiple experiences with art and technology</b></p>	<p>After conducting our needs assessment and recognizing the importance of supporting our school mission and vision, the SLT determined</p>

<p><b>integration in the curriculum, art residencies, and technologically supported lessons as measured by evidence of lesson/unit plans, class celebrations, student work displays, etc.</b></p>	<p>that integration of arts and technology would be a schoolwide goal.</p>
<p><b>By June 2011, there will be a 35% increase of parent involvement in the school as evidenced by participation in school events, parent workshops, teacher conferences, PTA, SLT etc.</b></p>	<p>After conducting our needs assessment and recognizing the importance of parent involvement in student development, the SLT determined that an increase in parent involvement would be a schoolwide goal.</p>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year.

**NOTE:** You may elect to respond to this section by referencing the page(s) and sections(s) in your New School Proposal that contains this information. School Leadership Teams may wish to revise their Action Plans once additional student data becomes available.

**Subject/Area (where relevant):** Language Arts

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2011, at least 70% of all students in kindergarten and grade 1 will demonstrate gains toward mastery of ELA Common Core State Standards in Reading Foundational Skills, in their native language as compared to their baseline reading assessments as measured by Teachers College Reading and Writing Project assessments and/or EI Sol.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b><u>Actions/Strategies/Activities:</u></b> Professional Development will include:</p> <ul style="list-style-type: none"> <li>• Teacher participation in TC professional learning sessions, calendar days and pd offered by the Division of Students with Disabilities and English Language Learners</li> <li>• Beginning in the summer of 2010 lead teachers attend Common Core Standards “train the trainer” professional development sessions throughout the year</li> <li>• Wilson Foundations and Estrellita training</li> <li>• Use of Baldrige Quality Tools and classroom data centers, to enhance literacy instruction</li> <li>• School leader will participate in Principal Literacy Study Group at Teachers College</li> <li>• Teacher participation in TCRWP assessment administration professional development</li> <li>• Teachers will participate in inter and intra visitations focused on best practices</li> </ul> <p><b><u>Target Population(s):</u></b> Pre Kindergarten, Kindergarten and Grade One students  <b><u>Responsible Staff Members:</u></b> School Leader and all teachers  <b><u>Implementation Timeline:</u></b> September 2010 – June 2011</p> <p>-----</p> <p><b><u>Actions/Strategies/Activities:</u></b> Launching literacy instruction:</p> <ul style="list-style-type: none"> <li>• School leader will purchase read aloud books, leveled library books and big book collections, book cases, meeting area rugs and tables for small group instruction for each class</li> <li>• Teachers will refer to and use guidelines of FLES framework for Balanced Literacy instruction</li> <li>• Teachers will implement a full balanced literacy program on a daily basis including, use of Foundations and Estrellita programs in word work, reading and writing workshop, shared</li> </ul>

	<p>reading and writing, read alouds, and interactive and Guided Reading and Writing strategies.</p> <p><b><u>Target Population(s):</u></b> Kindergarten and Grade One students  <b><u>Responsible Staff Members:</u></b> School Leader and all teachers  <b><u>Implementation Timeline:</u></b> September 2010 – June 2011</p> <hr/> <p><b><u>Actions/Strategies/Activities:</u></b> Common Planning:</p> <ul style="list-style-type: none"> <li>• Teachers and school leaders will meet to engage in discourse about standards, curriculum and assessment, plan units and lessons, and reflect on student work and teaching practices.</li> <li>• Teachers will incorporate strategies into unit and lesson plans to differentiate learning for student subgroups, including ELLS and SWD.</li> <li>• Lead teachers facilitate teacher team meetings focused on the use of CCSS, including planning instruction and assessments.</li> <li>• Teachers will meet in grade teams, review data, set measureable goals and plan differentiated lessons.</li> </ul> <p><b><u>Target Population(s):</u></b> Pre Kindergarten, Kindergarten and Grade One students  <b><u>Responsible Staff Members:</u></b> School Leader and all teachers  <b><u>Implementation Timeline:</u></b> September 2010 – June 2011</p> <hr/>
	<p><b><u>Actions/Strategies/Activities:</u></b> Assessments:</p> <ul style="list-style-type: none"> <li>• Teachers will conduct benchmark assessments in reading at least 4 times in the school year</li> <li>• Teachers will analyze TCRWP running record data for individual students, classes and grades to inform instruction</li> <li>• All grade level teams will engage in the inquiry process and will regularly review target student data and progress</li> <li>• Periodic assessment results are gathered digitally and used to differentiate instruction</li> <li>• In class interventions will be designed based on data, for students who do not meet literacy benchmarks</li> </ul> <p><b><u>Target Population(s):</u></b> Kindergarten and Grade One students  <b><u>Responsible Staff Members:</u></b> School Leaders and all teachers  <b><u>Implementation Timeline:</u></b> September 2010 – June 2011</p>
	<p><b><u>Monitor and Revise:</u></b></p> <p><b>December 2010:</b> 25% of students will be progressing toward end of year goal. If not, SLT will review the action plan to identify possible modifications to the goal and/or the instructional strategies included in the action plan.</p> <p><b>March 2011:</b> 55% of students will be progressing toward end of year goal. If not, SLT will review the action plan to identify possible modifications to the goal and/or the instructional strategies included in</p>

	<p><i>the action plan.</i></p> <p><b>June 2011:</b> 70% of students will have met their end of year goal. If not, SLT will share information and goal review with school community, with plans to meet with teachers to review curriculum and instruction. Develop parent workshops to bridge instruction between home and school.</p> <hr/> <p><b><u>Funding Sources(PS and/or OTPS):</u></b></p> <ul style="list-style-type: none"> <li>• Purchase in school staff development days and Calendar Days from Teachers College Reading and Writing Project to enhance literacy instruction across the grades (TL OTPS)</li> <li>• Read aloud and leveled books and big books will be purchased for grades (TL OTPS and NYSTL Textbook).</li> <li>• Purchase Wilson Foundations (Core Curriculum TL)</li> <li>• Purchase Core Curriculum classroom libraries (Core Curriculum TL)</li> <li>• Purchase Estrellitas (TL OTPS)</li> <li>• Purchase Award Reading Program and web license (Title I &amp; NYSTL)</li> <li>• Book cases, meeting area rugs and tables for small group instruction ( TL OTPS)</li> <li>• Tax Levy Fair Student funding - teacher coverage for professional development</li> <li>• Schedule includes at least three common planning periods for each grade level</li> <li>• Schedule visitations with colleagues within the FLES learning community and partner schools</li> <li>• Hire a team of certified teachers (TL Fair Student Funding)</li> <li>• Teachers paid per session to attend New School Intensive Planning Institute (TL Fair Student Funding)</li> <li>• Teachers paid per session to attend Common Core Standards training (Support Network Funds)</li> <li>• Purchase of authentic literature for classroom libraries (TL OTPS)</li> <li>• Parent Activities (TL &amp; Title 1 OTPS)</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b><u>Initial indicator - September 2010</u></b>  <b><u>Instrument of Measure and Projected Gains(at each interval):</u></b></p> <hr/> <p><b><u>Intervals of Periodic Review:</u></b>  <b><u>December 2010:</u></b> As per TCRWP assessments, 25% of students will be progressing toward end of year goal.  <b><u>March 2011:</u></b> As per TCRWP assessments, 55% of students will be progressing toward end of year goal.  <b><u>June 2011:</u></b> As per TCRWP assessments, 70% of students will be progressing toward end of year goal.</p>

**Subject/Area (where relevant):** Mathematics

**Annual Goal**  
*Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*

**By June 2011, At least 60% of all students in kindergarten and grade 1 will demonstrate gains toward mastery of grade level expectations in mathematics, compared to their baseline assessments as measured by Everyday Mathematics and teacher created assessments.**

**Action Plan**  
*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*

**Actions/Strategies/Activities:**  
*Professional development will include:*

- *Teachers will participate in professional learning sessions provided by Children’s First Network 609 and professional development offered by The Division of Students with Disabilities and English Language Learners to enhance literacy instruction*
- *Teachers will participate in inter and/or intra-visitations focused on best practices in mathematics instruction*
- *All faculty and staff will participate in training in the use of Baldrige Quality Tools in classrooms with students, including the use of Data Centers in classrooms (August 2010)*
- *Beginning in the summer of 2010 lead teachers attend Common Core Standards “train the trainer” professional development sessions throughout the year*
- *Lead teachers train teachers in the use of CCSS in planning for instruction and assessment (ongoing throughout the year)*

**Target Population(s):** *Kindergarten and Grade 1 leaders*  
**Responsible Staff Members:** *School Leaders and all Teachers*  
**Implementation Timeline:** *August 2010 through June 2011*

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**Actions/Strategies/Activities:**  
*Launching Mathematics Instruction*

- *School leader will purchase Everyday Math program, Math Steps workbooks, read aloud books that support math concepts, meeting area rugs and tables for small group instruction for each class*
- *Teachers will analyze unit assessment and teacher created test data for individual students, classes and across the grades to inform next steps for teaching and learning*
- *Teachers will incorporate strategies into unit and lesson plans to differentiate learning for subgroups of students, including English language learners and students with special needs.*
- *Teachers align all lessons and units to Common Core Standards*
- *Teachers implement a 75 min math block of instructional time (September 2010)*

**Target Population(s):** *Kindergarten and Grade 1 leaders*

**Responsible Staff Members:** School Leader and all Teachers  
**Implementation Timeline:** August 2010 through June 2011

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**Actions/Strategies/Activities:**

Common Planning:

- Teachers and school leaders will meet during common planning to engage in discourse about standards, curriculum and assessment, plan units and lessons, and reflect on student work and teaching practices
- All grade level teams will engage in the inquiry process and will regularly review target student data and progress, set measurable goals and plan differentiated lessons

**Target Population(s):** Kindergarten and Grade 1 leaders

**Responsible Staff Members:** School Leader and all Teachers

**Implementation Timeline:** August 2010 through June 2011

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**Actions/Strategies/Activities:**

Assessment:

- On the kindergarten level, teachers will create and administer unit assessments. Grade 1 teachers will administer Everyday Mathematics unit assessments.
- Kindergarten and Grade 1 teachers will administer beginning, mid-year and end of year assessments.
- Periodic assessment results are gathered digitally and used to differentiate instruction

**Target Population(s):** Kindergarten and Grade 1 leaders

**Responsible Staff Members:** School Leaders and all Teachers

**Implementation Timeline:** August 2010 through June 2011

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**Monitor and Revise:**

**January 2011:** By this time, at least 30% of the students in Kindergarten and grade 1 will have demonstrated gains toward mastery of grade level expectations in mathematics, compared to their baseline assessments as measured by Everyday Mathematics and teacher created assessments. If not, the SLT will review the action plan to identify possible modifications to the goal and or the instructional strategies included in the action plan.

**May 2011:** By this time, 55% of the students in Kindergarten and grade 1 will have demonstrated gains toward mastery of grade level expectations in mathematics, compared to their baseline assessments as measured by Everyday Mathematics and teacher created assessments. If not, the SLT will review the action plan to identify possible modifications to the goal and or the instructional practices planned for the upcoming school year.

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <b>Subject Area (where relevant):</b>  <i>Include human and fiscal resources with specific</i></p>	<p><b>Funding Sources(PS and/or OTPS):</b>          • <i>Everyday Math program, Math Steps workbooks and read alouds that support concepts purchased for all grades (Core Curriculum, TL OTPS).</i></p>
<p><b>Annual Goal</b>          Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2011, 100% of our faculty and staff will incorporate the Leader in Me program and leadership theme into the curriculum and daily experience as evidenced by the language, lessons and activities:</b></p> <ul style="list-style-type: none"> <li>• Meeting area rugs and tables for small group instruction (TL OTPS)</li> <li>• Teacher coverage for professional development (TL FSF)</li> <li>• Schedule includes at least three common planning periods for each grade level</li> <li>• Schedule visitations with colleagues within the FLES learning community and partner schools</li> </ul>
<p><b>Action Plan</b>          Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Actions/Strategies/Activities:</b> Professional development will include:</p> <ul style="list-style-type: none"> <li>• Teachers paid per session to attend New School Intensive Planning Institute (TL FSF)</li> <li>• All faculty and staff will participate in 7 Habits of Highly Effective People training in July 2010</li> <li>• Teachers paid per session to attend Common Core Standards training (CPN Funds)</li> <li>• All faculty and staff will participate in Leader in Me Implementation Day training in August 2010</li> <li>• Parent Activities (TL &amp; PLE (OTPS))</li> <li>• All teachers participate in training for Baldrige Tools in August 2010</li> </ul> <p>• School leader will receive periodic telephone conference support from FranklinCovey Education Solutions</p>
	<p><b>Initial Indicator - September 2010</b>  <b>Instrument of Measure and Projected Gains(at each interval):</b>  <b>Target Population(s):</b> Pre-kindergarten, Kindergarten, Grade one  <b>Responsible Staff Members:</b> School Leader and all Teachers and Staff  <b>Implementation Timeline:</b> July 2010 - June 2011          Results from Everyday Math unit assessments and teacher created tests indicate students are developing and mastering concepts</p> <hr/> <p><b>Actions/Strategies/Activities:</b> Leader in Me integration          Teacher lesson plans will reflect planned instruction that is based on student data for whole class, small, and individual groupings</p> <ul style="list-style-type: none"> <li>• Teacher's guides and classroom materials will be provided for the Leader in Me program</li> <li>• Formal and informal observations</li> <li>• A Web license to access LeaderInMe.org will be purchased for teachers, students and parents to use</li> </ul> <hr/> <p><b>Intervals of Periodic Review:</b>          Faculty and staff will work with school leader to establish and maintain systems, structures and traditions that will</p> <p><b>January 2011:</b> By this time, 30% of the students in Kindergarten and grade 1 will have demonstrated gains toward mastery of grade level expectations in mathematics, compared to their baseline assessments as measured by Everyday Mathematics and teacher created assessments.</p> <ul style="list-style-type: none"> <li>• A Leadership Champion Team will be established that will focus on maintaining the culture of leadership within the school building.</li> </ul> <p><b>May 2011:</b> By this time, 55% of the students in Kindergarten and grade 1 will have demonstrated gains toward mastery of grade level expectations in mathematics, compared to their baseline assessments as measured by Everyday Mathematics and teacher created assessments.</p> <p><b>Target Population(s):</b> Pre-kindergarten, Kindergarten, Grade one  <b>Responsible Staff Members:</b> School Leader and all Teachers and Staff  <b>Implementation Timeline:</b> September 2011- June 2012</p>
	<p><b>Monitor and Revise:</b></p> <p><b>December 2010:</b> 50% of faculty and staff will be progressing toward end of year goal. If not, SLT will review the action plan to identify possible modifications to the goal and/or the instructional strategies included in the action plan.</p> <p><b>March 2011:</b> 75% of faculty and staff will be progressing toward end of year goal. If not, SLT will review the action plan to identify possible modifications to the goal and/or the integration strategies included in the action plan.</p> <p><b>June 2011:</b> 100% of faculty and staff will have met our end of year goal. If not, SLT will share</p>

	<p><i>information and goal review with school community, with plans to meet with teachers to review leadership integration into the culture of our school. Plan for next year.</i></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b><u>Funding Sources(PS and/or OTPS):</u></b></p> <ul style="list-style-type: none"> <li>• Grant was received from the Staten Island Foundation to fund training and implementation of the Leader in Me Program and the 7 Habits of Highly Effective People</li> <li>• 7 Habits of Highly Effective People training (Staten Island Foundation Grant)</li> <li>• Teachers paid per session to attend Leader in Me Implementation and Baldrige Tools training days (TL FSF)</li> <li>• Teacher coverage for professional development (TL FSF)</li> <li>• Teacher's guides and classroom materials for the Leader in Me program (Staten Island Foundation Grant)</li> <li>• Web license (Staten Island Foundation Grant)</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b><u>Initial indicator - September 2010</u></b> <b><u>Instrument of Measure and Projected Gains(at each interval):</u></b></p> <ul style="list-style-type: none"> <li>• lesson/unit plans</li> <li>• class and school wide celebrations</li> <li>• student work displays</li> <li>• Parent and staff surveys</li> </ul> <hr style="border-top: 1px dashed black;"/> <p><b><u>Intervals of Periodic Review:</u></b>  <b>December 2010:</b> <i>50% of faculty and staff will be progressing toward end of year goal.</i>  <b>March 2011:</b> <i>75% of faculty and staff will be progressing toward end of year goal.</i>  <b>June 2011:</b> <i>100% of faculty and staff will have met our end of year goal.</i></p>

Subject/Area (where relevant): Arts & Technology

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2011, all students will have had multiple experiences with art and technology integration in the curriculum, art residencies, and technologically supported lessons as measured by evidence of lesson/unit plans, class celebrations, student work displays, etc.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b><u>Actions/Strategies/Activities:</u></b> Professional Development will include:</p> <ul style="list-style-type: none"> <li>• Teachers will participate in professional learning sessions focused on the Blue Print for the Arts and National Technology Standards</li> <li>• Classes will participate in art residencies during which teachers engage in professional learning experiences with the resident artists who work with each class. Studio in a School and Together in Dance</li> </ul> <p><b><u>Target Population(s):</u></b> Pre-kindergarten, Kindergarten, Grade one  <b><u>Responsible Staff Members:</u></b> School Leaders and all Teachers  <b><u>Implementation Timeline:</u></b> October 2010-June 2011</p> <p>-----</p> <p><b><u>Actions/Strategies/Activities:</u></b> Arts and Technology Instruction</p> <ul style="list-style-type: none"> <li>• The use of SMARTboard technology will be incorporated into classrooms for consistent use</li> <li>• Formal observations will include a focus on the integration of arts and technology in the curriculum</li> <li>• Students will participate in the School-wide Enrichment Model</li> <li>• Events will be held to share and celebrate student progress in art and technology with parents and members of the outside community</li> <li>• Laptops, desktops and netbooks will be used to supplement instruction in all classrooms</li> </ul> <p><b><u>Target Population(s):</u></b> Pre-kindergarten, Kindergarten, Grade one  <b><u>Responsible Staff Members:</u></b> School Leader and all Teachers  <b><u>Implementation Timeline:</u></b> September 2010 – June 2011</p> <p>-----</p> <p><b><u>Actions/Strategies/Activities:</u></b> Common Planning</p> <ul style="list-style-type: none"> <li>• Teachers will meet on common planning periods to create unit and lesson plans that incorporate arts and technology</li> <li>• Teacher leaders in technology and the arts will support staff during monthly planning sessions</li> </ul> <p><b><u>Target Population(s):</u></b> Pre-kindergarten, Kindergarten, Grade one  <b><u>Responsible Staff Members:</u></b> School Leader and all Teachers  <b><u>Implementation Timeline:</u></b> September 2010 – June 2011</p> <p>-----</p> <p><b><u>Monitor and Revise:</u></b></p>

	<p><b>December 2010:</b> 60% of students will be progressing toward end of year goal. If not, SLT will review the action plan to identify possible modifications to the goal and/or the instructional strategies included in the action plan.</p> <p><b>March 2011:</b> 75% of students will be progressing toward end of year goal. If not, SLT will review the action plan to identify possible modifications to the goal and/or the instructional strategies included in the action plan.</p> <p><b>June 2011:</b> 100% of students will have met their end of year goal. If not, SLT will share information and goal review with school community, with plans to meet with teachers to review curriculum and instruction. Develop parent workshops to bridge instruction between home and school.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b><u>Funding Sources(PS and/or OTPS):</u></b></p> <ul style="list-style-type: none"> <li>• Schedule includes common planning across the grades with monthly focus on arts and technology</li> <li>• Schedule visitations with colleagues within the FLES learning community and partner schools</li> <li>• Arts residencies and arts professional development (TL FSF)</li> <li>• Schedule includes time for teacher leaders in technology to support staff with the use of SMARTboard technology, visual media and computer based lessons and academic support</li> <li>• Hardware and software (TL OTPS, NYSTL and Title 1)</li> <li>• Teacher coverage for professional development (TL FSF)</li> <li>• Use of network and central professional learning opportunities</li> <li>• Schedule at least two family events celebrating arts and technology</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b><u>Initial indicator - September 2010</u></b> <b><u>Instrument of Measure and Projected Gains(at each interval):</u></b></p> <ul style="list-style-type: none"> <li>• Student and parent attendance</li> <li>• Pre-observation conferences and Formal observation reports</li> <li>• Unit and lesson plans</li> <li>• Student Work Analysis</li> <li>• Student reflections</li> <li>• Agendas and minutes from professional learning sessions and grade team meetings</li> <li>• Learning walks for the arts and technology</li> </ul> <hr style="border-top: 1px dashed black;"/> <p><b><u>Intervals of Periodic Review:</u></b> <b><u>December 2010:</u></b> As per above mentioned assessments, 60% of students will be progressing toward end of year goal. <b><u>March 2011:</u></b> As per above mentioned assessments, 75% of students will be progressing toward end</p>

*of year goal.*

**June 2011:** *As per above mentioned assessments, 100% of students will be progressing toward end of year goal.*

Subject/Area (where relevant):

Parent Involvement

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2011, there will be a 35% increase of parent involvement in the school as evidenced by participation in school events, parent workshops, teacher conferences, PTA, SLT etc.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b><u>Actions/Strategies/Activities:</u> Establishment of Parent Teams</b></p> <ul style="list-style-type: none"> <li>• Establish a Parent Association/Parent Teacher Association-October 2010</li> <li>• Establish a School Leadership Team-November 2010</li> <li>• Investigate the implementation of Learning Leaders Program to the school community</li> <li>• Teachers volunteer to participate on the Family Teacher Team</li> </ul> <p><b><u>Target Population(s):</u> Parents</b> <b><u>Responsible Staff Members:</u> School Leader</b> <b><u>Implementation Timeline:</u> September 2010 – December 2010</b></p> <hr/> <p><b><u>Actions/Strategies/Activities:</u> Communication</b></p> <ul style="list-style-type: none"> <li>• All communication will be transcribed in both Spanish and English</li> <li>• Student learning goals will be communicated to parents at Parent Teacher Conferences</li> <li>• Monthly Future Leaders Family Calendars will be sent home</li> </ul> <p><b><u>Target Population(s):</u> Parents</b> <b><u>Responsible Staff Members:</u> School Leader, School Secretary and all Teachers</b> <b><u>Implementation Timeline:</u> August 2010 – June 2011</b></p> <hr/> <p><b><u>Actions/Strategies/Activities:</u> Events/Experiences</b></p> <ul style="list-style-type: none"> <li>• Monthly and bimonthly events for parents and families will be hosted-Guest Reader Fridays, Families as Learning Partners, Family Fun Nights, Open Access Thursdays</li> <li>• Parent workshops will be conducted</li> </ul> <p><b><u>Target Population(s):</u> Parents</b> <b><u>Responsible Staff Members:</u> School Leader, Special Programs Coordinator, all Teachers and Staff</b> <b><u>Implementation Timeline:</u> September 2010 – June 2011</b></p> <hr/> <p><b><u>Monitor and Revise:</u></b> <b><u>December 2010:</u> 13% of parents will participate in school events, activities and teams as we progress toward end of year goal. If not, SLT will review the action plan to identify possible modifications to the goal and/or the outreach communication strategies included in the action plan.</b> <b><u>March 2011:</u> 22% of parents will participate in school events, activities and teams as we progress</b></p>

	<p>toward end of year goal. If not, SLT will review the action plan to identify possible modifications to the goal and/or the outreach communication strategies included in the action plan.</p> <p><b>June 2011:</b> 35% of parents will participate in school events, activities and teams as we progress toward end of year goal. If not, SLT will review the action plan to identify possible modifications to the goal and/or the outreach communication strategies included in the action plan.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b><u>Funding Sources(PS and/or OTPS):</u></b></p> <ul style="list-style-type: none"> <li>• Designated Special Programs Coordinator-teacher is provided three additional preparation periods a week to coordinate monthly events for families</li> <li>• Extended use permits will be secured for evening events throughout the year (TL OTPS)</li> <li>• Family events scheduled during the school day will be reflected in classroom schedules</li> <li>• Purchase of copy paper for family communication and learning goals (TL OTPS)</li> <li>• Arts residencies include family participation events (Title 1 parent involvement)</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b><u>Initial indicator - September 2010</u></b>  <b><u>Instrument of Measure and Projected Gains(at each interval):</u></b></p> <ul style="list-style-type: none"> <li>• Attendance sheets from parent workshops, PTA meetings, parent teacher conferences, etc.</li> <li>• Calendars and letters sent home</li> <li>• Signed student goal and progress forms</li> <li>• Reflection tools and surveys at all family events for feedback</li> </ul> <hr style="border-top: 1px dashed black;"/> <p><b><u>Intervals of Periodic Review:</u></b>  <b>December 2010:</b> 13% of parents will participate in school events, activities and teams as we progress toward end of year goal.  <b>March 2011:</b> 22% of parents will participate in school events, activities and teams as we progress toward end of year goal.  <b>June 2011:</b> 35% of parents will participate in school events, activities and teams as we progress toward end of year goal.</p>

**REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

*Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4.. Appendix 8 will not be required for this year.)*

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT (NOT APPLICABLE TO NEW SCHOOLS)**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE) – NOT APPLICABLE TO NEW SCHOOLS**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	21	20	N/A	N/A	3	0	0	0
1	25	20	N/A	N/A	7	0	0	0
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10								
11								
12								

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

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

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<b>All grade 1 students who are at risk for not meeting state standards are invited to participate in the Skills Sharpening Program during our morning extended day period. We also use a push in academic intervention model for grade 1 and kindergarten students. A trained pedagogue pushes into the general education classes during the literacy block to provide additional academic support in small groups.</b>
<b>Mathematics:</b>	<b>All grade 1 students who are at risk for not meeting state standards are invited to participate in the Skills Sharpening Program during our morning extended day period. We also use a push in academic intervention model for grade 1 and kindergarten students. A trained pedagogue pushes into the general education classes during the mathematics block to provide additional academic support in small groups.</b>
<b>Science:</b>	
<b>Social Studies:</b>	
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>Our school guidance counselor will provide one-on-one, small group, and family at-risk services to students in the early morning and during the day. The guidance counselor will provide referrals to outside organizations as needed and will communicate all developments to families as appropriate.</b>
<b>At-risk Services Provided by the School Psychologist:</b>	
<b>At-risk Services Provided by the Social Worker:</b>	

**At-risk Health-related Services:**

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**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

See attached document: **FLESlanguageallocationpolicy2010final2.11**

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

***FLES was established in 2010, therefore we will not receive Title III funds this school year.***

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

Number of Teachers \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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**Professional Development Program** – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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**Section III. Title III Budget**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>

<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

#### *Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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

*The Home Language Identification Survey (HLIS) is the main piece of data considered when assessing our translation needs. Specific attention is given to the "Part 3, Parent Information" section on the HLIS. This part specifically asks "In what language would you like to receive information from the school?" and "In what language would you prefer to communicate orally with school staff?" The responses to these two questions are our primary basis for deciding the need for written translation and oral interpretation.*

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

*Present data indicates that we have a need for written and oral translation at this time. We have come to this conclusion based on collected data from the HLIS that were filled out by each parent at the time of registration. The vast majority of the completed HLIS state Spanish as the preferred language of oral and written communication with less than 10 families who prefer to communicate in Mandarin, Vietnamese, and Arabic. The findings are reported to the school community during orientation in September and will be reiterated in November during parent/teacher conferences.*

#### **Part B: Strategies and Activities**

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

*We have the ability to provide language translation services. In house, six of our staff is fluent in Spanish. Also, we have staff members who speak Arabic. All of the written communication that is sent home is in English and Spanish.*

*Additionally, we fully intend to use the Interpretation and Translation Unit of the New York City Department of Education for written translation and oral interpretation services throughout the year.*

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

*Similar to the answer for question one, We have the ability to provide language translation services. In house, six of our staff is fluent in Spanish. Also, we have staff members who speak Arabic. We fully intend to use the Interpretation and Translation Unit of the New York City Department of Education for oral interpretation services throughout the year.*

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

*FLES will distribute all of its home communication in English and Spanish consistently and in the home languages of less incidence as appropriate. While most of the translation will be done by qualified school staff, whenever possible we will complete and submit Translation Request Forms along with the document to be translated as far in advance as possible, but at least one week prior to set the date for distribution. We will make every effort to consistently seek feedback from parents to ensure that they have access to information and that they are being supported, so they in turn may be active in the school community. The full text of Chancellor's Regulations A-663 is on file in the Main Office. This text is available to anyone requesting to see the regulation, and there is a bulletin board designated for parents to receive pertinent information as well.*

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	51,596		51,596
2. Enter the anticipated 1% set-aside for Parent Involvement:	516		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	2,580	*	
4. Enter the anticipated 10% set-aside for Professional Development:	5,160	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_\_N/A\_\_\_\_
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

**Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Future Leaders Elementary School ~ P.S. 74** agrees to implement the following statutory requirements:

- The school will put into operation programs, activities, and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English Proficiency, parents with disabilities, and parents of migratory children, including providing information upon request, and, to the extent practicable, in a language parents understand.
- The school will provide the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:
  - i. Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    1. that parents play an integral role in assisting their child’s learning;
    2. that parents are encouraged to be actively involved in their child’s education at school;
    3. that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    4. the school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

***Explanation – School-Parent Compact:*** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students,

are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## Future Leaders Elementary School ~ P.S. 74 SCHOOL / FAMILY COMPACT September 2010

The school and families working cooperatively to provide a successful education for all children agree:

<i>Future Leader Elementary School Agrees</i>	<i>The Parent/Guardian Agrees</i>
<p><i>To provide high quality research based curriculum and instruction in an engaging learning environment and foster learning through the use of the workshop model and best teaching practices. Classrooms will have grade and instructionally appropriate literacy, math, science, social studies, technology, arts and leadership education materials.</i></p> <p><i>To keep lines of communication open between teachers and families through:</i></p> <ul style="list-style-type: none"> <li>• <i>The Red Communication Folder</i></li> <li>• <i>Student-Parent-teacher conferences at least twice annually</i></li> <li>• <i>Reports to parents on their children's progress</i></li> <li>• <i>Reasonable access to staff and opportunities for observation of classroom activities.</i></li> </ul> <p><i>To provide families with timely information about <u>all</u> programs including: ESL instruction, Academic Intervention Services, enrichment activities, professional development, family literacy development and parental involvement.</i></p> <p><i>To provide performance profiles and individual student assessment results for each child and other pertinent individual information.</i></p> <p><i>To provide families with opportunities to learn more about curriculum through parent workshops, curricula open houses and newsletters.</i></p> <p><i>To convene an annual meeting for Title I families to inform them of the Title I program and their right to be involved.</i></p> <p><i>To offer a flexible number of meetings at various times.</i></p> <p><i>To actively involve families in planning, reviewing and improving Title I programs and Parental Involvement Policies.</i></p> <p><i>To provide students and families with a Student Handbook that outlines</i></p>	<p><i>To assist with his/her child with schoolwork.</i></p> <p><i>To read for at least 15 to 30 minutes per day with and to Pre-kindergarten, Kindergarten and 1<sup>st</sup> grade students.</i></p> <p><i>To encourage pupils in grades K– 1 to read at home every night.</i></p> <p><i>To monitor his/her child's:</i></p> <ul style="list-style-type: none"> <li>• <i>attendance at school</i></li> <li>• <i>homework completion</i></li> <li>• <i>amount of time spent reading</i></li> <li>• <i>amount of time spent watching television</i></li> <li>• <i>amount of time engaged in computer activities</i></li> </ul> <p><i>To support the school discipline code and encourage respectful behavior at all times.</i></p> <p><i>To send students to school on time and in a clean uniform daily, including trip days.</i></p> <p><i>To share the responsibility for improved student achievement by supporting your child during family activities, fundraisers and by attending PTA meetings.</i></p> <p><i>To communicate with his/her child's teachers about their educational needs through parent meetings and the Red Communication Folder.</i></p> <p><i>To actively participate in school improvement efforts, complete the annual Parent Survey and encourage other families to do so.</i></p> <p><i>To become involved in developing, implementing, evaluating, and revising the School / Family Compact.</i></p> <p><i>To participate in training provided on or off school grounds, on child rearing practices, leadership development and teaching and learning strategies.</i></p>

*school discipline policies.*

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

(NOTE: The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)

### **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS – NOT APPLICABLE TO NEW SCHOOLS**

#### **Section I: Schoolwide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - o Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS – Must be completed by all new schools**

**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

*With our Title I Targeted Assistance funds, we purchased balanced literacy support materials including shared reading, independent reading and guided reading materials. We purchased supplemental materials for instruction. Our Title I funds were also used to purchase contracts with arts and sciences residency organizations including Studio in a School, Together in Dance and City Parks Foundation: Seeds to Trees Program. These funds will also be used to fund cultural experiences for our students at some of our partner organizations including the Staten Island Museum and the Staten Island Children's Museum.*

2. Ensure that planning for students served under this program is incorporated into existing school planning.

*The programs, materials and services provided to our students by the use of our Title I funds are aligned with our Comprehensive Educational Plan goals and action plans, as well as our School Consolidation Plan.*

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
- b. Help provide an accelerated, high –quality curriculum, including applied learning; and
- c. Minimize removing children from the regular classroom during regular school hours;

*FLES is a school that uses the research based Balanced Literacy model for literacy instruction. The purchase of materials to support literacy instruction and intervention within the classroom is intended to strengthen the core academic program of our school. The purchase of Award Reading, which is also recommended by the Office of English Language Learners, provides a research based program to support our young literacy learners during their Skills Sharpening period. This is our extended day program that all grade 1 students attend. To support the enrichment of our students learning experiences, the arts and sciences residencies and partnership with cultural institutions help provide a high quality curriculum that allows students multiple opportunities to apply their learning.*

4. Coordinate with and support the regular educational program;

*See answer to question #3.*

5. Provide instruction by highly qualified teachers;

*Title I highly qualified teacher funds will be used to support our early childhood special education teacher achieve her bilingual Spanish educator extension.*

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

*Our Title I funds will be used to provide professional development for teachers and the school leader. Teachers will receive professional development in visual arts from Studio in a School, performing arts from Together in Dance and intervention based literacy instruction from the Award Reading program. School leader and teachers will participate in CSA Conference, Channel 13 Teaching and Learning Conference. School leader may also attend the Association for Supervision and Curriculum Development Annual Conference.*

7. Provide strategies to increase parental involvement; and

*The creation of our Parent Center is integral for parental involvement. It will serve as a space for Parent Association meetings, School Leadership Team meetings, and parenting workshops. It will also hold many informational materials and resources for easy access to all families and in various languages.*

8. Coordinate and integrate Federal, State and local services and programs.

*Communication in English and Spanish will be readily accessible to make sure all of our staff and families are informed of federal, state, and local services and programs that may be of help to our Title I students.*

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

**NOT APPLICABLE**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

**Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**NOT APPLICABLE**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

*As of October 2010 we have 1 student living in temporary housing.*

2. Please describe the services you are planning to provide to the STH population.

*-During orientation, all families were provided with the McKinney-Vento informational flyer to inform them of the different services available to them through our school.*

*-Once students in temporary housing are placed in classes, their teachers will be notified of their housing status, so they can make appropriate decisions throughout the year, e.g. how to contact families, suggestions for afterschool programs, etc.*

*-The school guidance will arrange a meeting with each family to provide social-emotional support and any other service needed by each family.*

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

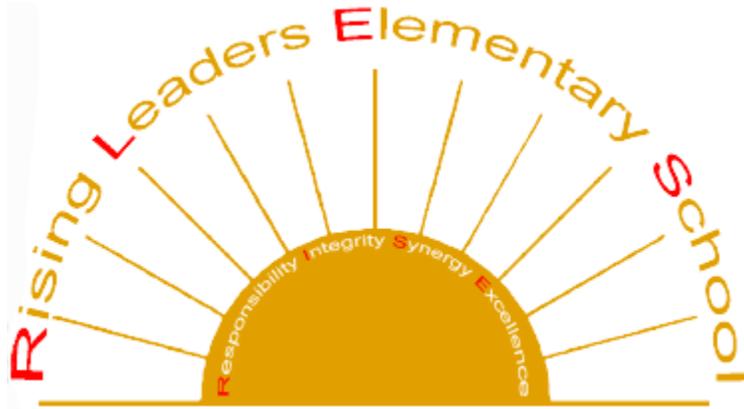
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question.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

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**



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## New School Application Portfolio

### Part 2 of 2 Application Portfolio

Nicole Reid-Christopher  
School Leader

Prepared for:  
New York City Department of Education  
Office of Portfolio Development

*Rising Leaders Elementary School is unlocking the learner in each child and  
opening doors for tomorrow's LEADERS!*

## Section 1: Introducing the Application Portfolio

### School Mission

Rising Leaders Elementary School (RLES) will prepare our students to succeed in the face of adversity and risk. We work to ensure that every learner becomes an individual who has excellent communication skills, is able to forge relationships and has cross-cultural competence. Our Rising Leaders will be taught the skills they need to be critical thinking decision makers. They will be able to plan with goals in mind, be creative, resourceful and reflective as they produce ideas and solutions for both cognitive and social issues. The RLES experience will guide our students as they develop their sense of identity and purpose. We are charged to comprehensively develop citizens who will lead tomorrow's society as they confront the mounting issues of the 21<sup>st</sup> Century global world. Our Rising Leaders will inspire greatness in others and boost humankind toward the greater good through their actions and endeavors.

### Vision Statement:

The Rising Leaders Elementary School is a collaborative, professional learning community in which all stakeholders believe in nurturing extraordinary thinkers who are capable of creating self directed and purposeful lives. We recognize that all children have the ability and right to learn in an environment that is focused on their achievement and respects and celebrates their culture. We empower all of our students through a first rate, high quality, and rigorous education. The curriculum is standards and assessment based, learner centered and technologically driven. Rising Leaders will be promoted from our school with a solid foundation to continue to grow as socially competent decision makers who set goals, consider best approaches and take action. Our Rising Leaders will have a sense of their identity and recognize their ability to influence the 21<sup>st</sup> century world. This awareness will guide them through their college career and their adult life.

### Our Core Values:

Learners excel in an environment that fosters both a passion for and a commitment to the acquisition of knowledge

Establish positive and strong relationships with families to support student learning

Accountability is essential to our children's success now and in their future

Dedication to using assessment and reflection to accelerate student achievement is vital

Effective people practice the *7 Habits of Highly Effective People*

Reach out to the community to develop and build partnerships that reinforce our investment in tomorrow's global leaders

Synergy and integrity are the keys to our success

Our core values were our anchor as we proceeded through this portfolio process. Recognizing that we want our learning environment to be one that fosters our stakeholders' passion and commitment to education, our design includes a caring and supportive environment for students, families, faculty and staff. We are a learning community that works in synergy with integrity and a common purpose, to develop extraordinary young leaders. Because we recognize the value of the family and school alliance, we have included a number of quality engagement options for our students' families. We will work together as we hold everyone in our community accountable for the success of every one of our diverse learners. While keeping accountability in mind, we pledge to investigate the relationship between standards, curriculum and assessment. Keeping this closely linked relationship at the forefront of our instructional planning and goal setting, moves us in the direction of continuous improvement in student achievement. Being effective in our service to the community and guiding young citizens of our world as they mature is a priority. We decided to collaborate with an organization that will aid us in the establishment of a leadership theme within our school culture. As we nurture the culture of effectiveness in our community, we recognize the importance of reaching out to organizations that will enhance our students learning and life experiences. At our core we believe the work we do with integrity today prepares our students to **RISE** and become the global leaders of tomorrow.

## Section 2: Introducing the School to the Community

### 2.A: Community Engagement Fact Sheet

Project Name	Elementary School with a Leadership Theme		
School Level	Elementary School	School Leader	Nicole Reid Christopher
Temporary Phone #	347-693-6868	School Leader Email	<a href="mailto:nreid@schools.nyc.gov">nreid@schools.nyc.gov</a>
Grades 2010-2011	Pre-K to 2 <sup>nd</sup> grade	Grades at Scale	Pre-K to 5 <sup>th</sup> grade

*Our proposed elementary school is a collaborative professional learning community in which all stakeholders believe in nurturing extraordinary young leaders who are capable of creating self directed and purposeful lives. Students are promoted from our school with a solid foundation to continue to grow as socially competent decision makers who set goals, consider best approaches and take action. Our students will have a sense of their identity and recognize their ability to influence the 21<sup>st</sup> century world. This awareness will guide them through their college career and their adult life.*

#### **Eligibility:**

*Open to all children who live in the zoned area.*

#### **Program highlights**

- *A partnership with the FranklinCovey Education Solutions provides a school-wide **Leader in Me** program for students and 7 **Habits of Highly Effective People** training for faculty, staff and parents*
- *Enrichment opportunities provided through the incorporation of the **Schoolwide Enrichment Model***
- *The use of **technology** to enhance learning experiences for all learners*
- *Opportunities for all students to set personal goals and monitor their progress through the maintenance of **Leadership Data Portfolios** and participation in **Personal Leadership Conferences**.*
- *Various opportunities for parent engagement in student learning experiences through programs such as **Families as Learning Partners, Open Access Thursdays** and our **Family Resource Center**.*
- *A focus on future success in **college** and **careers**.*
- *Every learner's special needs will be met through the design of their **Individual Learning Action Plan (ILAP)**, Academic Intervention Services, enrichment opportunities, and participation in the least restrictive environments.*

#### **Community Partnerships:**

- Community-based Organizations: The PAC Program
- Cultural/Arts Organizations: Staten Island Children's Museum, New York City Center
- Not-For-Profit: Common Cents
- Corporate: FranklinCovey Education Solutions

#### **Extracurricular Activities in the first year:**

Leadership & Support: Student Council, Student Government, Community Service

Academic: Rising Times School News Paper, creative writing, public speaking

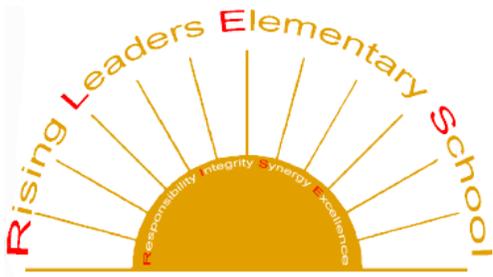
Artistic: Visual Arts, Drama

Clubs: Robotics, Technology, Dance

School Sports: basketball, soccer, double dutch

**2.C: School Directory 2010-2011**

<b>SCHOOL DIRECTORY PAGE</b>	
<b>Important Admissions Information</b>	<b>School Overview</b>
<p><b>Eligibility: (Choose One)</b></p> <p><input checked="" type="checkbox"/> Limited Unscreened: Priority to students who attend an information session, then to all New York City Residents</p> <p><input type="checkbox"/> Other:</p>	<p><b>In Their Own Words:</b> (500 Characters Maximum)</p> <p>Rising Leaders Elementary School offers a challenging academic program with an emphasis on personal leadership development, which helps our students discover their own place in the world and their capacity to make a difference. We are committed to meeting the diverse learning needs of our students. We will empower all of our students through a high quality rigorous education.</p>
<p><b>Special Education Services</b> (Check all the apply):</p> <p><input checked="" type="checkbox"/> SETSS</p> <p><input checked="" type="checkbox"/> Self-contained</p> <p><input checked="" type="checkbox"/> Collaborative Team Teaching</p> <p><input type="checkbox"/> Special Class for Hearing Impaired</p>	<p><b>Partnerships in the first year</b></p> <ul style="list-style-type: none"> <li>▪ Community-based Organizations: The PAC Program of Brooklyn</li> <li>▪ Cultural/ Arts Organizations: Staten Island Children’s Museum, New York City Center</li> <li>▪ Not-For-Profit: Common Cents</li> <li>▪ Corporate: FranklinCovey Education Solutions</li> <li>▪ Financial Institutions:</li> <li>▪ Other:</li> </ul>
<p><b>ELL Programs</b> (Check all that apply):</p> <p><input checked="" type="checkbox"/> ESL</p> <p><input type="checkbox"/> Bilingual Programs:</p> <p><input type="checkbox"/> Dual Language Programs:</p>	<p><b>Courses &amp; Program Highlights</b></p> <p>Programs: The Leader in Me, Schoolwide Enrichment Model, Service Learning, Rising Times School Newspaper, Student Council, Service Learning Projects, Student Government</p> <p>Languages:</p> <p>Advanced Placement Courses:</p>
<p><b>Enrollment:</b></p> <p>Total Students per grade: TBD</p> <p>Grades Served in year 1: TBD</p> <p>Grades Served at Scale: TBD</p>	<p><b>Extracurricular Activities in the first year:</b></p> <p>Leadership &amp; Support: Student Council, Student Government, Community Service</p> <p>Academic: Rising Times School News Paper, creative writing, public speaking</p> <p>Artistic: Visual Arts, Drama</p> <p>Clubs: Robotics, Technology, Dance</p> <p>School Sports: basketball, soccer, double dutch</p>



## Rising Leaders Elementary School

1600 Proposal Lane  
New York City, New York 10006

**Nicole Reid-Christopher, Principal**

Nicole Reid Christopher  
Rising Leaders Elementary School  
79 Cottage Place  
Staten Island, NY 10302

Adam Seidel  
Common Cents  
570 Columbus Ave  
New York, NY 10024

Dear Mr. Seidel,

Rising Leaders Elementary School\* is a proposed elementary school to be opened in the fall of 2010. We are focused on empowering our students to be creative, resourceful, critical thinkers who are capable of facing the challenges in the 21<sup>st</sup> Century global economy. We are educating our students through a rigorous, learner based and technologically driven curriculum. We are confident this focused education will produce self-directed and socially competent leaders for tomorrow's world.

A major focus of Rising Leaders Elementary School is affording students opportunities to positively influence their communities. We believe that community based projects will ignite a social consciousness in our students and be an avenue for them to experience first hand the great impact a small group of people can have on a community at large.

Helping others in need can come in many forms and the applicant team of Rising Leaders Elementary School is familiar with Common Cents and the Penny Harvest. Upon approval of our school application, we would like to partner with Common Cents and participate in the Penny Harvest in the fall of 2010. We request a letter of support from Common Cents in forming this partnership so that it may be included in final submission of the school application on December 1, 2009.

We appreciate your time and consideration and look forward to speaking with you soon.

Sincerely,

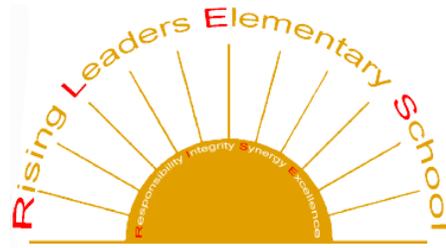
*Nicole Reid Christopher*

Nicole Reid Christopher  
Rising Leaders Elementary School  
School Leader

*\*School name subject to change*

3.B: Excerpt from the *Rising Leaders' Guide to Excellence:  
A Student and Family Handbook*

Page 1: Letter to Students



September 2010

Dear Rising Leaders,

Welcome to the beginning of the school year at your new school. Here at Rising Leaders Elementary School (RLES) we look forward to a year filled with wonderful learning experiences for you and your fellow classmates. As you grow in our learning community, you will have the opportunity to learn by doing, practice good habits, as well as set and achieve goals for your success.

The teachers and staff have high expectations for your future. You will move forward in your education and be fully prepared to attend the college or university of your choice. The work to get you to that point begins today! You are a member of a learning community that cares about your well-being. If you need anything, remember that your teachers, all the staff, the guidance counselor and myself are here to support you.

This Rising Leaders Handbook is especially for you. It is designed to give an overview of the general expectations, programs, supports and resources available to you and your family.

Read this handbook with your family, and then keep it in a safe place so that you will be able to refer back to it in the future.

Educationally yours,

*Nicole Reid-Christopher*

Nicole Reid-Christopher

Founding Principal

## Page 2: Community Expectations

Rising Leaders' Elementary School is a school that empowers all members of its community through leadership. Leadership is cultivated through a rich culture that focuses on the behavior, language, traditions, and performance of all its members. As a member of this school community, you have **Student Responsibilities**.

Positive, leader-like behavior is expected and rewarded here at RLES. Read the details about our **Positive Behavior Incentive Program** in section 2.

### Rising Leader Student Responsibilities

Student Agrees To:	Range of Disciplinary Responses
Attend school regularly and punctually, and make every effort to achieve in all academic areas.	<ul style="list-style-type: none"><li>• Verbal warning from school staff</li><li>• Student/teacher conference</li><li>• Administrative reprimand</li><li>• Parent conference</li><li>• Disciplinary action: loss of privilege</li></ul>
Make the school a safe and orderly environment so that all members of can succeed.	<ul style="list-style-type: none"><li>• Verbal warning from school staff</li><li>• Student/teacher conference</li><li>• Administrative reprimand</li><li>• Parent conference</li><li>• Disciplinary action: loss of privilege</li><li>• Principal's suspension</li></ul>
Be respectful and courteous to all community members and abide by the guidelines of our school community expectations	<ul style="list-style-type: none"><li>• Verbal warning from school staff</li><li>• Student/teacher conference</li><li>• Administrative reprimand</li><li>• Parent conference</li><li>• Disciplinary action: loss of privilege</li><li>• Principal's suspension</li></ul>
Express ideas and thoughts in a manner which promotes cooperation and does not interfere with the educational process	<ul style="list-style-type: none"><li>• Verbal warning from school staff</li><li>• Student/teacher conference</li><li>• Administrative reprimand</li><li>• Parent conference</li><li>• Disciplinary action: loss of privilege</li><li>• Principal's suspension</li></ul>

These **Student Responsibilities** are included in your **Student and Family Community Agreement**. Please complete and return your agreements to your classroom teacher by September 13, 2010.

“The willingness to accept responsibility for one's own life is the source from which self-respect springs.”  
~Joan Didion

*Rising Leaders Elementary School  
1600 Proposal Lane  
New York City, New York 10006*

*Nicole Reid-Christopher, Principal*

Dear Grade Five Students and Families,

Welcome again to a new school year! It is important to me that you know how proud I am of you, our grade five school Leaders. Your learning experience here has been designed to help you become a well-rounded, critical thinking decision maker.

Your teachers have planned a year full of meaningful and fun learning experiences for you and your classmates. As this is the year you are promoted into middle school, you should know what is expected of you. The New York City Department of Education Promotion Policy for grade 5 students states that in order to be promoted you must perform a minimum of level two on the English Language Arts and Mathematics State Assessment. If you are a student that receives English Language Learner support and you have been attending school in the United States for at least three years, then this applies to you also. If you have an Individual Education Plan then you must meet the Standard Promotion Criteria as indicated on page 9 of the document.

As you travel the journey of this school year, your last at Rising Leaders Elementary School, I want you to be mindful of the **high standards** and **performance expectations** we have for you. Every fifth grade student who fulfills these criteria will receive a letter of recommendation from the school leader.

**Rising Leaders Elementary School Performance Expectations for Graduation**

- I. A minimum 90% attendance rate.
- II. An independent reading level of at least V by the end of the school year
- III. Completion of a minimum of 10 community service hours this year
- IV. A minimum performance score of (3) on the NYS Mathematics assessment
- V. A minimum performance score of (3) on the NYS English Language Arts assessment
- VI. A minimum performance score of (3) on the NYS Social Studies assessment
- VII. Completion of an independent community action project that demonstrates your mastery of grade level content knowledge and skills across subject areas.
- VIII. Maintain and submit for review your Leadership Data Portfolio that demonstrates your ability to participate in and successfully complete your units of study across the school year.



**General Education  
Weekly Student Schedule  
Grade 2**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
	<b>8:00-8:37.5</b>	37.5 Minutes Skills Sharpening Period	37.5 Minutes Skills Sharpening Period	37.5 Minutes Skills Sharpening Period	37.5 Minutes Skills Sharpening Period	NA
<b>1</b>	<b>8:40-9:30</b>	Morning Meeting (20 minutes) Literacy Block (130 minutes)	Morning Meeting (20 minutes) Mathematics Workshop (60 minutes) Read Aloud (20 minutes)	Morning Meeting (20 minutes) Literacy Block (130 minutes) <b>Social Studies Focus</b>	Morning Meeting (20 minutes) Mathematics Workshop (60 minutes) Read Aloud (20 minutes)	Morning Meeting (20 minutes) Literacy Block (130 minutes)
<b>2</b>	<b>9:30-10:20</b>					
<b>3</b>	<b>10:20-11:10</b>					
<b>4</b>	<b>11:10-12:00</b>	Lunch	Lunch	Lunch	Lunch	Lunch
<b>5</b>	<b>12:00-12:50</b>	Drama	Literacy Block (110 minutes)  Science (45 minutes)	Technology	Literacy Block (110 minutes)  Science (45 minutes)	Technology
<b>6</b>	<b>12:50-1:40</b>	Mathematics Workshop (60 minutes)		Mathematics Workshop (60 minutes)		Mathematics Workshop (60 minutes)
<b>7</b>	<b>1:40-2:30</b>	Science (45 minutes)		Science (45 minutes)		SEM (60 minutes)
	<b>2:30-2:50</b>	End of the Day Reflection Time/Dismissal	End of the Day Reflection Time/Dismissal	End of the Day Reflection Time/Dismissal	End of the Day Reflection Time/Dismissal	Dismissal

**Special Education  
Weekly Student Schedule  
Grade 2**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
	<b>8:00-8:37.5</b>	37.5 Minutes Skills Sharpening Period	37.5 Minutes Skills Sharpening Period	37.5 Minutes Skills Sharpening Period	37.5 Minutes Skills Sharpening Period	NA
<b>1</b>	<b>8:40-9:30</b>	Morning Meeting (20 minutes) Literacy Block (130 minutes)	Morning Meeting (20 minutes) Mathematics Workshop (60 minutes) Read Aloud (20 minutes)	Morning Meeting (20 minutes) Literacy Block (130 minutes) <b>Social Studies Focus</b>	Morning Meeting (20 minutes) Mathematics Workshop (60 minutes) Read Aloud (20 minutes)	Morning Meeting (20 minutes)  Literacy Block (130 minutes)
<b>2</b>	<b>9:30-10:20</b>					
<b>3</b>	<b>10:20-11:10</b>					
<b>4</b>	<b>11:10-12:00</b>	Lunch	Lunch	Lunch	Lunch	Lunch
<b>5</b>	<b>12:00-12:50</b>	Technology	Literacy Block (110 minutes) Science (45 minutes)	Drama	Literacy Block (110 minutes) Science (45 minutes)	Technology
<b>6</b>	<b>12:50-1:40</b>	Mathematics Workshop (60 minutes)		Mathematics Workshop (60 minutes)		Mathematics Workshop (60 minutes)
<b>7</b>	<b>1:40-2:30</b>	Science (45 minutes)		Science (45 minutes)		SEM (60 minutes)
	<b>2:30-2:50</b>	End of the Day Reflection Time/Dismissal	End of the Day Reflection Time/Dismissal	End of the Day Reflection Time/Dismissal	End of the Day Reflection Time/Dismissal	Dismissal

### **3.D: Summer Orientation**

Summer orientation will be a one-day session before the beginning of school. This orientation will benefit the students, parents and RLES faculty and staff as we all begin with the end in mind and prepare for success as the school year begins.

- *Breakfast Meet and Greet*-All staff, families and students will gather in the cafeteria and enjoy breakfast. This will afford an opportunity for families and students to meet the teachers and staff of Rising Leaders Elementary School.
- *Student Orientation*-Students will rotate through four 20-minute teacher led sessions in the cafeteria. This orientation will expose the students to school wide expectations and routines.
  - *Session 1*- School Community Behavior Expectations
  - *Session 2*- Academic Expectations
  - *Session 3*- Conversations about Leadership
  - *Session 4*- Conversations about Enrichment
- *Family Orientation*- Families will be expected to stay for an orientation facilitated by the parent coordinator and guidance counselor. Administration will discuss school expectations, curriculum and family opportunities at Rising Leaders Elementary School.
- *Classroom Open House*-Immediately following the student and parent orientations the students and teachers will visit their respective classrooms, meet, and greet with their classmates. This 50-minute session is a time for the teacher to meet his/her students and introduce them to the culture of the classroom. Parents will be invited to observe as the teacher leads the students in a class introduction and a short read aloud.
- *Lunch*-Students, teachers and families will enjoy lunch together as lunchroom expectations are modeled and practiced.

## **Section 4: Building Your Professional Learning Community**

### **4.A: Teacher Selection Criteria**

- In depth experience in utilizing Balanced Literacy and Mathematics
- Ability to seamlessly integrate technology in the classroom
- Use of differentiated instructional techniques, project-based learning, and the Workshop Model to facilitate the accommodation of varied interests, intelligences, abilities, and learning styles. For more information see *Integrating Differentiated Instruction and Understanding by Design* by Tomlinson and McTighe
- Demonstrated experience and/or an understanding of student-centered instruction and performance based assessments. For information about PBA see ...
- Demonstrated success of working collaboratively with colleagues and parents/caregivers;
- Knowledge and/or interest in participating in a School Wide Enrichment Program
- Demonstrated professionalism and leadership qualities
- Demonstrated commitment to professional growth;
- Proficiency in Microsoft Office products (Word, Excel, PowerPoint, preferred)
- Working knowledge of and ability to communicate effectively in a language other than English, preferably Spanish.

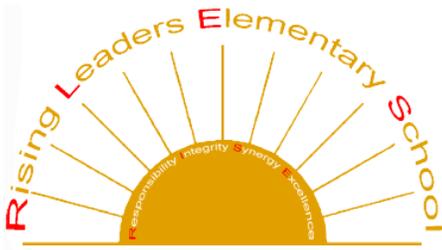
#### 4.B: Teacher Schedules

Drama Teacher Schedule						
Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
	8:00-8:37.5	Skills Sharpening				
1	8:40-9:30	Prep	Prep	Prep	Prep	Prep
2	9:30-10:20	AIS Push In K-01	K-01	AIS Push In K-01	2-202	AIS Push In K-01
3	10:20-11:10	2-201	2-202	2-203	1-101	3-301
4	11:10-12:00	Lunch	Lunch	Lunch	Lunch	Lunch
5	12:00-12:50	3-301	3-302	1-102	3-303	3-303
6	12:50-1:40	4-401	4-403	4-402	2-203	5-503
7	1:40-2:30	K-02	5-501	2-201	5-502	SEM
	2:30-2:50	Push In K-01	Push In K-01	Push In K-01	Push In K-01	

First Grade ICT Classroom Teacher Schedule						
Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
	8:00-8:37.5	Skills Sharpening	Skills Sharpening	Skills Sharpening	Skills Sharpening	
1	8:40-9:30	Morning Meeting	Math Block	Morning Meeting	Math Block	Morning Meeting
2	9:30-10:20					
		Literacy Block	Read Aloud	Literacy Block	Read Aloud	Literacy Block
3	10:20-11:10					
4	11:10-12:00	Lunch	Lunch	Lunch	Lunch	Lunch
5	12:00-12:50	Prep	Literacy Block	Prep	Literacy Block	Prep
6	12:50-1:40	Math Block		Math Block		Math Block
7	1:40-2:30	Science	Science	Science	Science	SEM
	2:30-2:50	End of the Day Reflection				

<b>ESL Teacher Schedule</b>						
<b>Period</b>	<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
	8:00-8:37.5	Beginning Level Group A				
1	8:40-9:30	Prep	Prep	Prep	Prep	Prep
2	9:30-10:20	Beginning Level Group A	Beginning Level Group B	Beginning Level Group A	Beginning Level Group B	Beginning Level Group A
3	10:20-11:10	Intermediate Level Group				
4	11:10-12:00	Lunch	Lunch	Lunch	Lunch	Lunch
5	12:00-12:50	Beginning Level Group B	Beginning Level Group A	Beginning Level Group B	Beginning Level Group A	Beginning Level Group B
6	12:50-1:40	Advanced Level Group				
7	1:40-2:30	Beginning Level Group B	SEM			
	2:30-2:50	Push in K-02	Push in K-02	Push in K-02	Push in K-02	

#### 4.C: Staff Handbook



*“Education is the mother of leadership.”* Wendell L. Willkie

Dear Colleagues,

It is with profound enthusiasm and delight that I welcome you to school, after what I hope was a restful summer, to our first school year at Rising Leaders Elementary School! You have selected to become a key member in our collaborative learning community. At RLES we strive to establish an extraordinary learning environment for children where rigor is embedded in instruction and high expectations are clearly communicated.

I am dedicated to the education of children and foresee our learning community has hard work ahead of us to ensure that our students are ready and prepared to continue their educational careers into college and the rest of their lives. Our children’s success hinges upon our success as educators. We will grow our craft as we reflect on and revise our teaching practices. We will collaboratively analyze our students’ assessment data, plan rigorous units and lessons, set and monitor goals and action plans, engage in the process of inquiry and invite parents into a partnership that will enhance to levels of support available for their children. We will achieve collective excellence through synergy and dedication.

We have work to do! We have tomorrow’s leaders to teach. We have goals to set and reach! We are a collaborative learning community. We will work together to develop our children cognitively, physically, socially and emotionally. We will work together to plan experiences that will push our children’s thinking. We will work together to invite parents into a partnership that will drive their children to success. We will work together as we strive for excellence!

We have tomorrow’s leaders to teach! As we get to know each other and our learning community better, I am looking forward to conversing and working in partnership with each of you. I welcome your feedback and ideas and wish you a productive and joyful new school year!

Educationally yours,

Nicole Reid-Christopher  
Founding Principal

#### **Section 4.D: Summer Professional Development Plans**

It is our vision that the Rising Leaders Elementary School community is a professional learning community. RLES is an environment that reflects our core value of fostering both a passion for and a commitment to the acquisition of knowledge. We believe that targeted and effective professional development is essential for direct impact on student achievement.

In order to ensure that our professional development plans meet the needs of our diverse teachers to enhance their ability to meet the needs of their diverse students, we understand that ongoing assessment is necessary. We will present teachers with a Professional Development Preference Survey in the beginning, middle and end of year one. This will allow the Professional Development Team to align PD opportunities with the preferences and communicated needs of the teachers. Along with consistent structures to support a feedback loop such as the use of professional development reflections sheets like the Plus, Minus, Interesting (PMI), the school leader will conduct one on one conversations with teachers a minimum of three times per year to focus on setting and tracking progress toward professional goals and evaluating the effectiveness of offered professional development.

### Professional Development Survey

Please help the Professional Development Team plan the focus of professional development in our school by completing this form. As we determine the priorities for this school year, I will try to address them in several ways, including meetings with individual teachers or grade-level groups and other activities.

Please circle the appropriate number to rate each of the following topics as *High Priority*, *Medium Priority*, or *Low Priority* for your personal professional development to help you meet your goals this year. Thank you!

Teacher Name \_\_\_\_\_

General Feature of Instruction		High Priority	Medium Priority	Low Priority
<i>Big Ideas of Literacy</i>	Teaching Phonemic Awareness	3	2	1
	Effective Phonics Instruction	3	2	1
	Teaching for Fluent Reading	3	2	1
	Teaching Vocabulary	3	2	1
	Teaching Comprehension Strategies	3	2	1
<i>Big Ideas of Math</i>	Using Graph Organizers for Math	3	2	1
	Scaffold Content	3	2	1
	Problem Solving	3	2	1
	Use of Various Learning Strategies	3	2	1
	Meaningful Practice	3	2	1
<i>Organization and Planning</i>	Analyzing Student Work	3	2	1
	Using the Results of Assessments to Plan Effective Instruction	3	2	1
	Planning for Differentiated Instruction	3	2	1
	Using the Workshop Model for Instruction	3	2	1
	Organizing and Managing Small-Group Instruction	3	2	1
	Individual or Small Group Conferencing	3	2	1
	Effective Instruction for Struggling Learners	3	2	1
<i>Features of Instruction</i>	Providing Explicit Instruction	3	2	1
	Modeling of Instructional Tasks	3	2	1
	Providing Multiple Opportunities for Students to Practice During Independent Work Time	3	2	1
	Facilitating Meaningful Share Sessions	3	2	1
	Engaging Students in Meaningful Interactions	3	2	1
	Providing Corrective Feedback	3	2	1
	Encouraging Student Effort	3	2	1
Engaging Students in the Lesson During Independent Work	3	2	1	
<b>Suggestions for Professional Development</b>				

## **Plan # 1**

**Topic:** Developing School Culture: Setting the Tone for Our Professional Interactions

**Context:** This professional development lesson plan is for Monday, day one of the summer professional development retreat. Tuesday's agenda includes sessions that focus on the connection and continuous link between standards, curriculum and assessment. These conversations and learning experiences are the underpinnings of our success with using data to build a culture of continuous learning. Wednesday through Friday, staff will participate in 7 Habits Signature training from FranklinCovey Education Solutions. These sessions will provide the basis for the implementation of the RLES school theme of **leadership** and the Leader in Me program.

### **Summer Professional Development Plan Setting the Tone for Our Professional Interactions Day One Morning Session**

**Audience:** All staff

**Essential Questions:** How do we best participate and communicate in a professional learning community? How do we get to know each other and set a positive tone for our professional interactions?

**Purpose:** To provide opportunities for staff to get to know each other. To set the tone for the professional learning community.

**Duration:** full day session

**Materials:** Participant artifacts for the Strengths Museum, chart paper, Core Values charts for each participant, post-its, index cards, copies of the school mission statement, highlighters

**Opportunities for Differentiation:**

- Some participants may need to dramatize or add a physical gesture to some of the core values in order to have a firm grasp of the concepts.
- Some participants may need to work in a supportive small group.

## **Breakfast**

Breakfast will be provided for the staff. All staff will be provided with nametags indicating names and position held at the school. This will serve as a time for staff to initially meet and greet each other.

## **Welcome**

School Leader Nicole will welcome the staff with a brief statement about the year ahead. Nicole will set the focus for the day, developing a staff culture and getting to know one another.

## **Ice Breaker**

**Common Ground:** The staff will be broken up in groups of 4-6 people. Together the group will be given 5-7 minutes to generate a list of things they have in common. The group will write their list on chart paper with markers. When time is up the groups will share out as a group. After all the groups have finished sharing out, individual staff members will introduce themselves to the group and share their professional experience and something personal they wish to share with the group.

## **Strengths Museum:**

We are all joining the team with areas of expertise to share. What is one of your strengths? All staff members were asked to bring in something personal that is a reflection of a personal strength. These artifacts will be displayed in the Strengths Museum for the length of the summer retreat. Staff is randomly sorted and asked to discuss their artifacts in their groups. Group members will share what they learned about someone else's strengths.

### **Core Values Exercise**

What are the core values that are most important to you in your life? This exercise is a way to get the staff thinking about what matters most to them personally. This is preparation for work that will be done with the school mission in the afternoon.

The staff will be given a list of 33 values. Each person will select the 10 values that are personally most important to him or her. After a three-minute group share, everyone will narrow down his or her values from 10 to 5. Individuals will volunteer to share out and rationalize why they selected their values. The values will be narrowed again from five to three. A few volunteers will share the values they are still holding. Then staff will be asked to eliminate one last value leaving everyone with two core values. Every participant will identify their two core values and add their name written on a post it to the corresponding bar in a frequency chart.

Staff will reflect on the core values selected and identify core value trends among the staff. How can we demonstrate these values in our everyday work? Staff will participate in an Added Value Rotation and record examples of how these values are visible in our everyday work on charts around the room. Staff will read their colleagues suggestions and add to each chart. At the end of the museum walk volunteers will share anything that struck them as they walked around and read each chart.

### ***Professional Agreement***

The staff will be given an opportunity to create their perfect working community. Using crayons, markers, paper and pens the staff will depict their ideal working community in either words or pictures. Staff will share out and the conditions that are most important to each of them and these will be recorded on chart paper.

Staff will reflect on how we can create our own ideal working community. What do we need to do to bring these conditions to fruition? Is there a correlation between the ideal working community and the core values we selected in the prior exercise? What kind of working community do we want to create together? What do we agree to do in order to bring about this kind of working community? What will we demonstrate in our daily interactions to foster and maintain this kind of community?

At the end of this exercise, the staff will have created a list of criteria they want to find in their working community that will be compiled to become our *Professional Agreement*.

## **Afternoon Session**

### ***School Mission Statement***

The staff will be given copies of the school mission statement. It is our belief that the mission of a school is a collaboration of its members. Reflecting on the work done in the morning, thinking about our core values and the learning community we want to create the staff will be given the opportunity to revise the mission statement, adding and deleting as decided as a group.

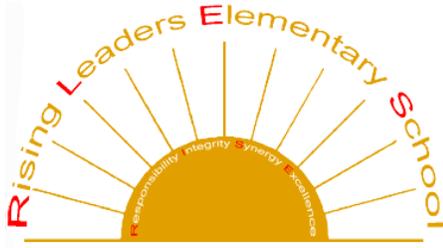
### ***Grade Team Mission***

The teachers will meet in their grade teams for the first time. This time will be used for them to develop a grade team mission. What are your hopes for this year in terms of working with your grade team? How do you envision the work of your team this year? What will you contribute to the team? How will your work look?

Teams will present their missions to the staff in a creative way. Some ideas include creating a poster, poem, song or through dramatic expression.

### **Essential Question Reflection:**

Brainstorm and record- based on your experience, How do we best participate and communicate in a professional learning community?



Rising Leaders Elementary School  
1600 Proposal Lane  
New York City, New York 10006

Nicole Reid-Christopher, Principal

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Summer Professional Development  
Day One  
Setting the Tone for Our Professional Interactions  
Agenda

**Essential Questions:** How do we best participate and communicate in a professional learning community? How do we get to know each other and set a positive tone for our professional interactions?

- |       |                                   |
|-------|-----------------------------------|
| 8:30  | Breakfast                         |
| 8:45  | Welcome                           |
| 9:00  | Ice Breaker                       |
| 9:30  | Strengths Museum                  |
| 10:00 | 10 minute break                   |
| 10:10 | Core Values Exercise              |
| 11:00 | Teacher Agreement Exercise        |
| 12:00 | Lunch                             |
| 1:00  | School Mission Statement Revision |
| 2:00  | Grade Team Mission                |
| 2:45  | Essential Question Reflection     |

Core Values Chart

Peace	Wisdom	Status	Family
Fame	Wealth	Power	Authenticity
Joy	Success	Integrity	Love
Friendship	Justice	Influence	Happiness
Truth	Kindness	Spirituality	Loyalty
Passion	Trust	Knowledge	Reliability
Teamwork	Competitiveness	Commitment	Creativity
Honesty	Fairness	Respect	Determination
Compassion			

## **School Mission**

Rising Leaders Elementary School (RLES) will prepare our students to succeed in the face of adversity and risk. We work to ensure that every learner becomes an individual who has excellent communication skills, is able to forge relationships and has cross-cultural competence. Our Rising Leaders will be taught the skills they need to be critical thinking decision makers. They will be able to plan with goals in mind, be creative, resourceful and reflective as they produce ideas and solutions for both cognitive and social issues. The RLES experience will guide our students as they develop their sense of identity and purpose. We are charged to comprehensively develop citizens who will lead tomorrow's society as they confront the mounting issues of the 21st Century global world. Our Rising Leaders will inspire greatness in others and boost humankind toward the greater good through their actions and endeavors.

## **Plan # 2**

**Topic:** Using data to build a culture of continuous learning: The Power of Portfolios

**Context:** This professional development lesson plan is for one of the sessions featured on Election Day. The theme of this day's professional development sessions is a focus on standards, curriculum and assessment.

### **Professional Development Plan The Power of Teacher Portfolios Election Day Session 2010**

**Audience:** Classroom teachers K-2 and cluster teachers

**Essential Questions:** How can our Leadership Data Portfolios help teachers reflect for continuous improvement?

**Purpose:** To support teacher development in their understanding of teacher portfolios.

**Duration:** 1.5 hours

**Materials:** Prepared KWL chart, a copy of "Teacher Portfolios: An Effective Way to Assess Teacher Performance and Enhance Learning" by Yaoying Xu for every participant, post-it notes, timers

#### **Opportunities for Differentiation:**

- Some participants may need the integration of the kinesthetic activity Simuclap.
- Activating prior knowledge about portfolios in general allows all participants to access the content at their present level of knowledge on the topic.
- Some participants may need to write their final word presentations prior to presenting.

#### **Warm Up Activity: (5 minutes)**

Teachers will stand in a circle and participate in a three minute listening and focus warm up called 'Simuclap'. One player starts by clapping their hands (a singular clap), while facing another player. The goal is for both the players to clap their hands simultaneously by using eye contact and body language cues. The player that received the applause then turns and claps simultaneously with the next player in the circle. This produces a cycle of simultaneous claps racing around the circle. This is an example of an activity teachers can quickly incorporate into their day.

#### **What do we Know, Want to know , what did we Learn? (15 minutes)**

Teachers will have two minutes to think about and write on three post-it notes what they know about portfolios and what they want to know. We will complete the 'what did you learn' section at the conclusion of this session. Group will share out and add their post-its to the KWL chart.

#### **Final Word Protocol (40 minutes)**

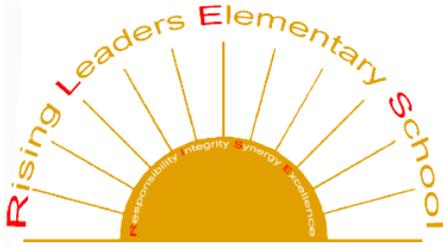
The purpose of this protocol is to expand the interpretation of a text. Teachers will have ten minutes to read an excerpt from the journal article "Teacher Portfolios: An Effective Way to Assess Teacher Performance and Enhance Learning" by Yaoying Xu. Teachers will be placed in groups of four or five. They will select a section of the text that has particular meaning for them. Teachers will take turns presenting the passage in the text they identified one at a time by reading aloud their selection and speaking uninterrupted about it for 2 minutes. The listeners will each have a one-minute opportunity to 'reflect back' on what the presenter said. The round ends with the presenter having an uninterrupted one-minute 'final word'. The cycle repeats until all members have been the presenter.

#### **Organizing for Effort (15 minutes)**

Brainstorm, discuss and record: What are some sections and artifacts you have included or plan to add to your LDP?

#### **Essential Question Reflection (15 minutes)**

Discuss, how can our Leadership Data Portfolios help teachers reflect for continuous improvement? Teachers also complete last post-it note writing at least one thing that they learned. (Authentic assessment of professional development session)



Rising Leaders Elementary School  
1600 Proposal Lane  
New York City, New York 10006

Nicole Reid-Christopher, Principal

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The Power of Teacher Portfolios  
Election Day Session 2010  
Agenda

**Essential Questions:** How can our Leadership Data Portfolios help teachers reflect for continuous improvement?

- |                 |   |
|-----------------|---|
| 9:00            | Welcome and Warm-up Activity: Simuclap  |
| 9:05            | KWL - Portfolios  |
| 9:20<br>Enhance | Final Word Protocol – “Teacher Portfolios: An Effective Way to Assess Teacher Performance and Learning” by Yaoying Xu |
| 10:00           | Organizing for Effort   |
| 11:00           | Essential Question Reflection   |

## **Plan # 2 Handouts**

### **Facilitator Notes:**

#### **Simulclap (Warm-Up)**

Synonyms

None

#### **Introduction**

Get into a circle for a listening and focus warm-up.

#### **Description**

One player starts by clapping their hands (a singular clap), while facing another player. The goal is for both the players to clap their hands simultaneously. The player that received the applause then turns and claps simultaneously with the next player in the circle. This produces a cycle of simultaneous claps racing around the circle. It takes some time for a group to get this going. Once the simultaneous clapping is moving nicely the player that is receiving the applause may opt to give it back to the person that clapped at them. This will reverse the direction of the clapping. What the player does to reverse the direction of the clapping is to not turn to the next person in the circle, but stand her ground and clap directly back at the player that handed her the applause. There is an overwhelming urge to try to screw up the other players in the circle. This is to be discouraged as more can be learned from trying to make the circle flow quickly rather than fail frequently.

#### **Gimmicks**

None

#### **Variations**

Once a group gets really good at the simulclap clap focus can be added to the warm-up letting people point at someone directly across the circle from them. The circle can also tell a word at a time story each time that they receive the applause.

### Journal Article Excerpt

#### Teacher Portfolios: An Effective Way to Assess Teacher Performance and Enhance Learning.

by Yaoying Xu

The overall goal of assessment is to collect information regarding a targeted program or performance. Specifically, assessment involves the identification, clarification, and application of defensible criteria to ascertain a target object's value, quality, utility, effectiveness, or significance in relation to those criteria (Fetterman, 1994; Shadish, 1994). Through such evaluation, one can examine the appropriateness of the program and teachers' performance in childhood education, providing meaningful information that can improve the quality and application of education programs (Decker & Decker, 2001).

The trend in assessment is shifting from a categorical approach ("sorting") to a more functional approach ("real life") (Wortham, Barbour, & Desjean-Perrotta, 1998). Instead of using traditional assessment, such as standardized tests, questionnaires, or surveys, many teachers choose to use performance-based, authentic assessments to measure the quality of an education program by comprehensively examining individuals' performance (Wortham et al., 1998). Portfolios are performance-based, authentic assessments because they involve collecting information from real-life situations (Bergen, 1993/1994). In the area of education, portfolio assessment focuses on what an individual does (the content), how he/she does it (the strategy), and in what process he/ she does it (the sequence). Portfolios also help teachers to plan for further instruction and develop individually appropriate learning experiences for a specific child (Stone, 1995). Researchers have found that while teachers spend significant amounts of time being engaged in assessment-related activities for their students, they do not apply this standard of assessment to their own performance (Stiggins, 1991). This article will discuss the procedure and methods of developing portfolio assessment for teachers, with the purpose of helping teachers evaluate their own performance as well as the effectiveness of the program.

Most approaches to teaching portfolios define them as a collection of materials, assembled by a faculty member, that document or reflect teaching performance. Each is a collection of an individual's personal data, whether contained in a notebook, folder, or binder. Portfolios can include a record of achievements, samples of work, observations of others (e.g., colleagues and supervisors), interviews, personal evaluations, descriptions of curriculum development, and other relevant data. The current literature on teaching portfolios demonstrates that portfolios can document both the characteristics of the instructional environment and the outcomes of teaching (Gelfer & Perkins, 1996; Scriven, 1996). As it encourages reflection, it also can result in improvement of teaching methods.

A teaching portfolio is an organized collection of evidence about a teacher's best work that is selective, reflective, and collaborative. The items in the portfolio are selected to demonstrate a teacher's accomplishments over time and to document the variety of contexts in which these accomplishments occur (Scriven, 1996).

Principals and supervisors responsible for evaluating teachers' performance can benefit from the clear and comprehensive picture of a teacher's work that is

possible through portfolios. Yet, as Gelfer and Perkins (1996) point out, when portfolios are used to make personnel decisions the contents should be scrutinized much more carefully than if the purpose is simply to examine a teacher's professional growth.

### **The Goal of Teacher Portfolios**

The primary goal of teacher portfolios is to describe, through documentation over an extended period of time, the full range of a teacher's abilities and effectiveness. Each included artifact (or document) should illustrate some significant and specific aspect of the teacher's development and preserve a paper trail or record of achievement. Suggested items for inclusion are samples of work and observations made by a supervisor, colleague, or the teacher him/herself (including personal evaluations). Other elements of the portfolio can include schedules and information on class size and student demographics. Information relevant to activities that do not directly involve teaching also may be included. For example, special education teachers, as well as other teachers and staff who provide services to students with disabilities, may spend a considerable amount of time serving as collaborative team members. They participate in IEP teams, eligibility teams, and student support teams, and they also may serve on task forces and planning committees. Each of these activities constitutes important aspects of what is currently expected of educators.

### **The Organization of Teacher Portfolios**

The development of a teacher portfolio requires planning, time, organization, and cooperation from students, colleagues, parents, and supervisors. The physical portfolio is often no more sophisticated than an expandable file that includes samples of an individual's work and documentation of performance and professional growth over a period of time (often, one year).

# PMI Reflection Sheet

Session Topic \_\_\_\_\_

Date \_\_\_\_\_

Presenter \_\_\_\_\_

Plus
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Minus
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What I found interesting...
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Additional comments:

## Section 5: Curriculum and Instructional Model

	Sept.-Oct.	Nov.-Dec.	Jan. – Feb.	March- April	May- June
Schoolwide Themes	Leaders as Explorers	Leaders as Investigators	Leaders as Experimenters	Leaders as Inventors	Leaders as Innovators
Reader's Workshop	<p><b><u>Monitoring for Meaning</u></b></p> <p>K- Readers Explore the Exciting World of Books            1- Readers Explore Good Reading Habits            2- Readers Explore their Preferences and Use Good Reading Habits            3-5 Readers Voyage into dependent Reading Lives</p>	<p><b><u>Questioning and Predicting</u></b></p> <p>K- Readers are Story Detectives who See Patterns to Read all they Can            1-2- Readers Think Deeply about Characters to Understand Stories            3-5- Readers Experience Various Fiction Genres While Sharpening Comprehension Skills</p>	<p><b><u>Envisioning and Inferring</u></b></p> <p>K- Readers use Strategies We've learned to Read Books on Our Own            1-2- Readers Use Print Strategies for Fiction and Non-fiction Texts            3-5- Readers Revel in the World of Non-fiction Texts</p>	<p><b><u>Summarizing and Determining Importance</u></b></p> <p>K – Readers get to know characters with reading partners            1-2 Reading groups explore themes within series books            3-5 Readers work within content based literature circles while preparing to demonstrate their reading skills/Test Sophistication Skills</p>	<p><b><u>Reflection and Assessment</u></b></p> <p>Readers reflect on their reading progress and set goals            Readers focus on social issues and create reading projects. (K-5)</p>
Read Aloud: Genre Spotlight	<p>K- Fiction/Realistic Fiction: Emergent Storybooks, Concept Books            1-4- Realistic fiction            5- Historical and Realistic Fiction</p>	<p>K- Traditional Literature: Emergent Storybooks            1-2- Traditional Literature and Author Studies            3-5- Fiction Genres and Author Studies</p>	<p>K-1- Non-fiction Picture Books            2-3- Non-fiction books and Reference Books            4- Non-fiction, Expository Texts and Reference Books            5- Magazines and Newspaper Articles</p>	<p>K-2- Character Series/Poetry            3-5- Various Genres: Multicultural and Environment/Poetry</p>	<p>K-5 Non-fiction/Content Based</p>
Writer's Workshop	<p><b><u>Launching the Writing/ Workshop/Small Moments</u></b></p> <p>K-1 Launching the Writer's Workshop            2-3 Engaging in a Productive Writer's Workshop            4-5 Authoring Independent Writing Lives</p>	<p><b><u>Authors as Mentor</u></b></p> <p>K-2 Writing Stories About Our Lives for Readers            3-5 Raising the Quality of Narrative Writing</p>	<p><b><u>Non-Fiction Writing</u></b></p> <p>K- Looking Closely: Observing, Labeling and Listing Like Scientists/All About Books            1- All About Books/How-To-Books            2-3 Non-Fiction Research Writing to Learn and to Teach a Topic of Personal Expertise            4- Informational Books with Authority and Voice            5- Feature Articles</p>	<p><b><u>Poetry</u></b></p> <p>K- How-to-Books/ Celebrating Our Community Through Poetry            1-2 Realistic Fiction/Celebrating our Community Through Poetry            3-5 Literary Essay Writing/ Celebrating the Community Through Poetry</p>	<p><b><u>Reading&amp; Writing Connection/ Reflection</u></b></p> <p>K-2 Communicating with Friends Letters/Reflection and Revision            3-5 Persuasive Writing to Make a Difference/ Reflection and Revision</p>
Mathematics	<p>K- Routines/ Numbers in Our World            1- Routines/ Everyday Uses of Numbers            2- Routines/ Addition &amp; Subtraction Facts            3-Routines, review &amp; Assessment/Adding&amp; Subtracting Whole Numbers            4-Geometric Figures/Using &amp; Organizing Data            5- Number Theory/Estimation&amp; Computation/ Geometry</p>	<p>K- Counting and Fun with Games            1- Patterns and Counting/ Basic Facts &amp; Measurement            2- Place Value, Money &amp; Time/ Add. &amp; Subtract.            3- Measurement/ Money            4- Multiplication &amp; Division/ Decimals and Their Uses            5- Division, Fractions, Decimals, Percents/ Exponents &amp; Negative Numbers/Using Data</p>	<p>K- Patterns and Shapes in My Community            1- Place Value, Number Stories &amp; Basic Facts/Fact Power            2- Geometry/ Whole Number Stories/ Patterns &amp; Rules            3- Multiplication &amp; Division/ Modified Geometry &amp; Graphing/Place Value            4- Big Numbers, Estimation &amp; Computation/Division &amp; Measures of Angles            5-Negative Numbers/ Fraction &amp; Ratios/ Area &amp; Volume/ Coordinates</p>	<p>K- Adding &amp; Subtracting Numbers            1- Geometry/ Money &amp; Fractions            2- Fractions &amp; Measurement            3- Fractions/ Decimals/ Multiplication &amp; Division/ Test Sophistication Skills            4- Fractions &amp; Probability/ Perimeter &amp; Area/ Decimals &amp; Percents/ Test Sophistication Skills            5- Area, Volume &amp; Capacity/ Using Data/ Algebra Concepts/ Test Sophistication</p>	<p>K- Measurement Around Me            1- Place Value &amp; Fractions/ End of Year Review            2- Decimals &amp; Place Value/ Whole Number Review            3- Measurement/ Probability/ End of Year Review            4- Fractions/ Reflections &amp; Symmetry/ 3D Shapes, Weight, Capacity &amp; Volume/ Rate            5- Volume/ Probability, Ratio and Rates</p>

	Sept.-Oct.	Nov.-Dec.	Jan. – Feb.	March- April	May- June
Schoolwide Themes	Leaders as Explorers	Leaders as Investigators	Leaders as Experimenters	Leaders as Inventors	Leaders as Innovators
Social Studies	K- Me and My School Community 1- Families are Important 2- Our Community's Geography/ NYC Over Time 3- Introduction to World Geography and World Communities 4- Native Americans of NYS/Three World Meet 5- Land and Early Peoples	K- My Self and Other People 1- Families Now and Long Ago 2- NYC Over Time 3- Communities in Europe or Australia 4- Three Worlds Meet/ Colonial and Revolutionary Periods 5- The United States/ Latin America	K- Families  1- Families in Communities 2- Urban, Suburban and Rural Communities 3- Communities in Africa 4- Colonial and Revolutionary Periods/New Nation 5- Latin America/ Canada	K- Families/ My Neighborhood 1-Families in Communities/The Community 2- Urban, Suburban and Rural Communities/Rights, Rules and Responsibilities 3- Communities in Asia and South East Asia 4- New Nation/Growth and Expansion 5- Canada	K- My Neighborhood 1- The Community 2- Rights, Rules and Responsibilities 3- Communities in the Caribbean or South America 4- Local and State Government 5- Western Hemisphere Today
Science	K- Trees Through the Seasons 1- Animal Diversity 2- Earth Materials 3- Matter 4- Animals and Plants in Their Environment 5- The Nature of Science	K- Trees Through the Seasons/Exploring Properties 1- Animal Diversity/ Properties of Matter 2- Earth Materials/ Forces and Motion 3- Matter/ Energy 4- Animals and Plants in Their Environment/ Electricity and Magnetism 5- The Nature of Science/ Earth Science	K- Exploring Properties 1- Properties of Matter 2- Forces and Motion 3- Energy 4- Electricity and Magnetism 5- Earth Science	K- Animals 1- Weather and Seasons 2- Plant Diversity 3- Simple Machines 4- Properties of Water 5- Food and Nutrition	K- Animals 1- Weather and Seasons 2- Plant Diversity 3- Plant and Animal Adaptations 4- Interactions of Air, Water and Land 5- Exploring Ecosystems
Technology Integration	The use of technology will be incorporated into all units of study. The technology teacher will support teachers in their use of technology as they enhance and support lessons in the following ways. <ul style="list-style-type: none"> <li>○ Weekly technology classes</li> <li>○ Smart Board use in every classroom</li> <li>○ Computer and laptop access in classrooms</li> <li>○ LCD Projectors</li> <li>○ Audio/video equipment, overhead projectors, video learning</li> </ul>				

### 5.B: Curriculum Map for Sample Course Area- Social Studies

	Sept.-Oct.	Nov.-Dec.	Jan. – Feb.	March- April	May- June
Schoolwide Themes	Leaders as Explorers (K-2)/Leaders as Voyagers(3-5)	Leaders as Investigators (K-5)	Leaders as Experimenters (K-5)	Leaders as Inventors (K-5)	Leaders as Innovators (K-2)/Leaders as Conquerors(3-5)
Kindergarten	What is a school? What does it mean to be a good citizen in the school community?	How are people unique?	Why are families important?	<u>Why are families important?</u>  How do neighborhoods meet our needs?	How do neighborhoods meet our needs?
1 <sup>st</sup> Grade	Why are families important and how do they influence who you are?	How do families grow and change over time?	What is a community?	<u>What is a community?</u> How do communities provide for families?	How do communities provide for families?
2 <sup>nd</sup> Grade	How does geography influence where people choose to live and why?	How and why did NYC change over time?	Why and how do communities develop differently?	Why and how do communities develop differently?  <u>What is the relationship between local government and community?</u>	What is the relationship between local government and community?
3 <sup>rd</sup> Grade	What are the important features of community throughout the world?	How do culture, history, geography, people, and government shape the development of the community?	How do culture, history, geography, people, and government shape the development of the community?	How do culture, history, geography, people, and government shape the development of the community?	How do culture, history, geography, people, and government shape the development of the community?
4 <sup>th</sup> Grade	How did Native Americans influence the development of NY?	How did 3 diverse cultures interact and affect each other?	How did the American Revolution affect the lives of NYC?	<u>What does it mean to be free?</u>  What was the effect of industrial growth and increased immigration in NY?	What is the relationship between government and individuals?
5 <sup>th</sup> Grade	How did the separation influence the development of the Western hemisphere?	How do geography, economics, people, and key events connect to shape a nation? ( <i>U.S.</i> )  <u>How do geography, economics, people, and key events connect to shape a nation? (<i>Latin America</i>)</u>	How do geography, economics, people, and key events connect to shape a nation? ( <i>Latin America</i> )  <u>How do geography, economics, people, and key events connect to shape a nation? (<i>Canada</i>)</u>	How do geography, economics, people, and key events connect to shape a nation? ( <i>Canada</i> )	How do the nations meet the challenges of modern living?

**5.C1: First Sample Unit & Lesson Plan**

Grade Level: 5

Unit of Study Plan: Land and Early Peoples

Duration: September – November

<p><b>Essential Question:</b> How did geography influence the development of the Western Hemisphere?</p>	<p><b>Student Outcomes</b> What will students know and be able to do by the culmination of this unit of study?</p>		<p><b>Interdisciplinary Connections</b></p>	<p><b>Projects/Assessments</b></p>
<p><b>Focus Questions</b> 1. What are the landforms and the waterways of the Western Hemisphere? 2. How did the first people arrive and establish early civilizations in the Western Hemisphere? 3. What impact did early European explorers have on the Western Hemisphere?</p>	<p><b>Content Knowledge</b></p> <ul style="list-style-type: none"> <li>Locate the Western Hemisphere using maps, globes, aerial and satellite photographs, and computer models.</li> <li>Know and understand 90% of unit vocabulary.</li> <li>Identify the countries and regions of the Western Hemisphere.</li> <li>Organize countries, regions, and continents by physical, political, economic or cultural features.</li> <li>Understand how the physical environment of the hemisphere is modified by human action.</li> <li>Analyze the interconnectedness of nations and how it affects individual cultures.</li> <li>Identify how the Ice Age affected the way the Western Hemisphere was settled.</li> <li>Describe the development of native civilizations over wide areas.</li> <li>Discuss the early peoples, their settlements and responses to environmental challenges.</li> <li>Understand why settlers may have changed from hunter-gatherers to farmers.</li> <li>Identify and compare European explorers who influenced the development of the Western Hemisphere</li> </ul>	<p><b>Process</b></p> <ul style="list-style-type: none"> <li>Research the geologic history of the Western Hemisphere and create diorama.</li> <li>Students will create maps of the Western Hemisphere with possible migration routes of early Settlers.*</li> <li>Brainstorm: Discuss the possible difficulties the early people faced as they migrated across the hemisphere; plan strategies to overcome these hardships.</li> <li>Create a timeline detailing the sequence of events for an early civilization in the Western Hemisphere.</li> <li>Compare and contrast Western Hemisphere before and after European exploration.</li> <li>Create Venn diagrams that compare the lives of one of the ancient peoples with their lives today.</li> <li>Students will be able to create timelines that document the arrival of Early Explorers.</li> </ul>	<p><b>ELA</b></p> <ul style="list-style-type: none"> <li>Read historical fiction</li> <li>Write journal entries</li> <li>Read traditional literature of early civilizations</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>Role-Playing</li> <li>Diorama</li> <li>Dramatization</li> <li>Create Dance moves based on daily life of early civilizations</li> <li>Draw: visualizations, landforms, waterways</li> <li>Identify and interpret visual art representations of hemisphere and settlers.</li> </ul> <p><b>Career Development</b></p> <ul style="list-style-type: none"> <li>Identify the roles and jobs of early people and compare/contrast to today</li> <li>Discuss types of careers that involve the study of human history and development</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>PowerPoint</li> <li>Audio visual equipment use</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Read maps, legends, symbols and scales using a compass rose, grids and time zones.</li> <li>Note taking skills based on the Cornell Note Taking System</li> <li>Components of a timeline</li> <li>Brainstorming</li> <li>Cooperative learning</li> <li>Problem solving</li> <li>Use of Microsoft PowerPoint</li> <li>Use search engines to find appropriate information</li> <li>Use multiple resources to locate information</li> <li>Determine important and unimportant details</li> </ul>	<ul style="list-style-type: none"> <li>Chapter review assessments.</li> <li>PowerPoint Presentations on Early Explorers of the Western Hemisphere</li> <li>Students will use video cameras to demonstrate their knowledge of the Aztecs or the Incas by dramatize a day in the life of either of those peoples.</li> <li>Students will create maps of the Western Hemisphere with possible migration routes of Early Settlers.</li> </ul> <p><b>Key Vocabulary</b></p> <p>Hemisphere, continental drift, landform, glacier, erosion, physical map, political map, region, boundary, economy, satellite, tradition, environment, pollution, natural resource, migration, hunter-gatherer, artifact, agriculture, surplus, civilization, empire, timeline, profit, navigation, caravel, expedition, latitude, longitude, absolute location, claim settlement, colony</p>
<p><b>Standards Addressed</b> <b>Social Studies:</b> 1.1, 2.1,, 2.2, 2.3, 2.4, 3.1, 3.2, 4.1, 5.1</p> <p><b>Literacy:</b> S2- Language for Information and Understanding S4- Language for Social Interaction</p> <p><b>Career Development and Occupational Studies:</b> S2- Integrated Learning S3a- Universal Foundation Skills</p> <p><b>Technology:</b> S2- Information Systems S5- Technology Education</p>				

## Lesson Plan – Grade 5

**Unit of Study:** Land and Early Peoples

**Grade:** 5

**Focus Question:** What impact did early European Explorers have on the Western Hemisphere?

**Teaching Point:** Students will be able to organize and build upon information they have gathered to present what they have learned by completing PowerPoint storyboards.

**Lesson Objectives:**

- Students will organize notes they have taken about the early European explorers.
- Students will research to build upon the information found in their Social Studies books.
- Students will use a storyboard to begin to plan their PowerPoint presentations.

**Standards:**

Social Studies: 1.1, 2.1, 2.3, 2.4, 4.1; Literacy: S2 Language for Information and Understanding; Technology: S2 Information Systems, S5 Technology Education

**Materials:** Social Studies textbooks, Internet Access, at least one computer per group, PowerPoint Story boards, presentation requirements, presentation rubric, Various books on early explorers of New York, Loose-leaf paper, pencils, student social studies notebooks

**Connection/Motivation:**

- Teacher reminds students about the work they have been doing as historians as they have been exploring the idea of how geography influenced the European explorers who were introduced to the Western Hemisphere.

**Teaching Point Statement:**

- Teacher says, “Today you will begin to organize and build upon the information you already have learned about your explorer as you prepare to complete your PowerPoint presentation.”

**Teach/ Demonstration:**

- Teacher says, “Your task today will be to use your notes to begin creating the structure of your PowerPoint. Watch me as I demonstrate what I would like you to do. Yesterday we took notes about Giovanni Da Verrazano. Early in the week we decided what everyone’s PowerPoint presentation should communicate about the unit of study.” Bring student attention to the PowerPoint Presentation Guidelines chart.
- Refer to charted notes and enlarged model PowerPoint storyboard. “I am going to reread my notes and place the information in the appropriate sections of this PowerPoint storyboard which I have labeled with the criteria we set as a class.” (See attached)
- Model the process twice, then invite student volunteers to add one or two more notes to the model storyboard.
- “Now that we have done this I realize that there is not enough information about the voyages Giovanni Da Verrazano made. Now that I know what information I need I can search for it. We know that we can use the internet, encyclopedias or any other book on the topic in order to supplement the information that I already have.

**Active Engagement:**

- Invite students to open their social studies notebooks to the notes they have taken about the European explorers. Read a few of their notes and share with the person next to them where in the storyboard they plan to insert their notes.

**Link**

- Now it is your time to get started on your task. Within your groups, I would like you to place the information you have within the appropriate section of the PowerPoint storyboard. You may use any of the notes that you have taken during the last few days to help you. If you have any questions work together to answer them before calling me over. You have all know what the established guidelines are, keep them in mind as you work together to organize and plan your presentations. Remember historians report and present their findings and one of the ways we can demonstrate our learning is by creating Powerpoint presentations.

**Student Exploration / Practice**

- Each group has been assigned one of four different explorers (Christopher Columbus, Samuel de Champlain, Peter Minuit or Henry Hudson). They work in collaboration to decide where in their storyboard they will include the information about their explorer.

**Mid-Workshop Interruption:**

- “Now that you have begun organizing your information, have you noticed that you’re missing information? This is the information that you must find. Assign each person an investigative avenue.
- Remember you can use the Internet, encyclopedia and books from our classroom library. That means each of you can use at least one item to use for research. Use your storyboard in order to maintain your focus. You will have the rest of this period in order to add details to the storyboard.
- Decide who will find what information. You will have 5 min. to gather your materials.
- (After 5 min.)You may begin. Make sure that you keep a list of the resources that you used in order to create a bibliography.

**Differentiation Opportunities:**

- Conduct small group conferences to support diverse learning needs.
- Some students may need Content books and leveled books on audio tape with visual support.
- Some students may need more time to read and finish taking notes.
- Some students may be ready to begin to plan visual support they will include in their presentation.
- Some students may need excerpts of reading material for larger texts.
- Some students may need to read and collect notes with a partner.

**Share/Closure:**

- “Today we organized our notes into a PowerPoint storyboard, we identified the criteria areas for which more information was needed and we conducted a research to gather more information about Giovanni Da Verrazano. It was our job to fill in the blanks through research. How did you do? Did your group remember to make a list of the resources you have used? I noticed that most of the groups need to do more research on the parts of the new world that your explorer investigated. I really liked... (Include a specific detail). Who would like to share today?”

**Assessment:**

- Completed storyboards for each of the slides of the group PowerPoint presentation.
- Evidence in notebooks of new information gathered by research.

**Extension & Follow – up/ next Steps:**

- Students will be able to decide whether information is important or insignificant as it relates to the task assigned.
- Students will use storyboards in order to create their PowerPoint presentations.
- Student will search the Internet for graphics, which will enhance the presentation and reach children that may have difficulty reading any of text in the presentation.
- Work in groups to prepare for the presentation itself. This will ensure that each child will be given a chance to express themselves and what they have learned.

## PowerPoint Presentation Guidelines Chart

### *Microsoft Power Point Presentation / Early Explorers to the New World*

- Each slide is to have a background, clip art, and a transition (no sounds, please)
- **Introductory slide:** explorer’s name, your name, personalized essential question
- **Background information:** the explorer’s name, the country that he sailed from, When the explorer was born and when he died
- **Influences on their desire to explore**
- **What areas in the Western Hemisphere did the explorer reach and what impact did he have on that area?**
- **Bibliography**
- **Optional: Fun Facts, Character Inferences, If He were Alive to See...Then...**

## 5.C2: Assessment of Unit Plan

Student learning will be assessed continuously throughout units of study in all content areas. Teachers will identify the knowledge and skills students should master by the culmination of the unit. Throughout the unit of study, students will complete a variety of performance tasks that provide evidence of learning, in addition to chapter review assessments.

The learning needs of every student will be assessed and data from the assessments will be used to inform future instruction. Authentic assessment of knowledge and skill is embedded in each lesson of the unit. With this in mind, each lesson has objectives and expectations for evidence of student achievement. Students will maintain unit portfolios and when reviewed each student's portfolio will provide teachers with a lens to peer into the performance of each student.

Student achievement in this unit is assessed in various ways. Students have one core project to complete for the three focus questions of the unit.

<b>Essential Question: How did geography influence the development of the Western Hemisphere?</b>	
<b>Focus Question</b>	<b>Authentic Assessment</b>
1. What are the landforms and the waterways of the Western Hemisphere?	Students will create maps of the Western Hemisphere with possible migration routes of Early Settlers.
2. How did the first people arrive and establish early civilizations in the Western Hemisphere?	Students will use video cameras to demonstrate their knowledge of the Aztecs or the Incas by dramatize a day in the life of either of those peoples.
3. What impact did early European explorers have on the Western Hemisphere?	PowerPoint Presentations on Early Explorers of the Western Hemisphere

### **Model Assessment Component of Unit of Study**

#### **Core Project/Authentic Assessment for Focus Question #3 (Group project)**

Students will be able to create a PowerPoint presentation on Early Explorers of the Western Hemisphere and demonstrate their ability to:

- Record relevant information and identify which information are still needed
- Organize information in a meaningful way
- Locate sources of information
- Present information by using media and various visuals for communicating ideas
- Writing in an expository way
- Participating in a group work
- Use technology to communicate learned subject matter

#### **Additional Individual Assessment/Differentiation for Focus Question #3**

- Individual students will be assessed separately based on their presentation skills.
- Students will submit a response to this writing prompt: How did geography influence the European explorer you studied? What impact did he have on the Western Hemisphere? Responses will be assessed and evaluated for student understanding of content knowledge.
- Overall unit assessment: Students given the opportunity to select two additional performance products to complete. Student will select from a 'Choice Board' of task options in three categories: Written, Visual and Oral. Each student will select to complete two from nine task options to be completed independently. Together, the core projects and independent projects will contain evidence of student understanding of content and skills.

- Students receiving second language services and students with special needs can demonstrate their progress in vocabulary development, listening and speaking skills, functional literacy skills and core content knowledge as evidenced through their oral responses, graphic organizers, and written responses.

## Rubric for PowerPoint Presentation Evaluation

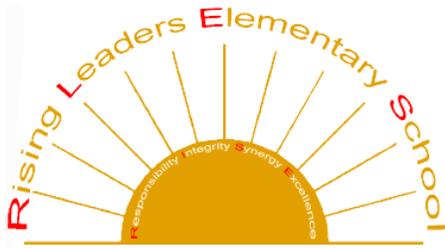
### HyperStudio/Powerpoint Content and Appearance: Early Explorers

Teacher Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Content – Accuracy	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that might be inaccurate.	The content is generally accurate, but one piece of information is clearly flawed or inaccurate.	Content is typically confusing or contains more than one factual error.
Sequencing of Information	Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next card.	Most information is organized in a clear, logical way. One card or item of information seems out of place.	Some information is logically sequenced. An occasional card or item of information seems out of place.	There is no clear plan for the organization of information.
Text – Font Choice & Formatting	Font formats (e.g., color, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formatting has been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.
Use of Graphics	All graphics are attractive (size and colors) and support the theme/content of the presentation.	A few graphics are not attractive but all support the theme/content of the presentation.	All graphics are attractive but a few do not seem to support the theme/content of the presentation.	Several graphics are unattractive AND detract from the content of the presentation.
Spelling and Grammar	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings, but no grammatical errors.	Presentation has 1-2 grammatical errors but no misspellings.	Presentation has more than 2 grammatical and/or spelling errors.
Cooperation	Group delegates tasks and shares responsibility effectively all of the time.	Group delegates tasks and shares responsibility effectively most of the time.	Group delegates tasks and shares responsibility effectively some of the time.	Group often is not effective in delegating tasks and/or sharing responsibility.

## 5.C3: Professional Development for Unit Plan



Rising Leaders Elementary School  
1600 Proposal Lane  
New York City, New York 10006

Nicole Reid-Christopher, Principal

### 5<sup>th</sup> Grade Team Meeting Agenda with *Plan Notes* Mid October Session

**Audience:** Grade 5 Teacher Team

**Essential Questions:** How can storyboards enhance students' ability to complete PowerPoint presentations? What supports do we need to put in place to aid their success?

**Purpose:** To support teacher development in their ability to scaffold student learning with the integration of technology.

- After Action Review: (10 minutes)
  - *Teachers will be invited to share one success and one challenge associated with the completion of the lessons and projects for Focus Question #2 how did the first people arrive and establish early civilizations in the Western Hemisphere?*
- Storyboards for PowerPoint: (20 minutes)
  - *The grade leader will give a synopsis of the article "Presentation Storyboarding Retrieve Your Inspiration" by Geetesh Bajaj <http://www.indezine.com/ideas/storybrd.html>. He/she will share a model storyboard previously created.*
  - *Teachers will be invited to create a storyboard as a group. The topic will be preparing for the NYS social studies assessment. Teachers will have three minutes to decide on component criteria for what should be included in their presentation.*
  - *Teachers will have three minutes to jot down notes of ideas they have about the topic.*
  - *They will collaboratively transfer each team member's individual notes into the storyboard. (10 minute maximum time)*
  - *Teachers will be reminded to keep the essential questions in mind as they go through the process in their group.*
- Essential Question Reflection: (15 minutes)
  - *Brainstorm and record- based on your experience, what skills and concepts would students need in order to participate fully in the storyboarding process? What supports can we provide? How can the use of storyboards enhance student's abilities to complete PowerPoint presentations?*
- Professional Reflection: (5 minutes)
  - *Teachers complete an exit slip answering two questions: What two things did you find helpful and plan to implement in your instruction? How administration best support your progress toward use of the concepts and ideas discussed today?*

**5.D: Second Sample Unit & Lesson Plan**

**Grade Level:** 2 **Unit of Study:** New York City Over Time **Duration:** Mid October – December

<b>Essential Question:</b> How and why did New York City change over time?	<b>Student Outcomes</b> What will students know and be able to do by the culmination of this unit of study?		<b>Interdisciplinary Connections</b>	<b>Projects/Assessments</b>				
<p><b>Focus Questions</b></p> <ol style="list-style-type: none"> <li>1. What are the features and characteristics of New York City?</li> <li>2. What was New York City like long ago?</li> <li>3. How has New York City Changed over time?</li> </ol> <p><b>Standards Addressed</b></p> <p><b>Social Studies:</b> 1.1, 2.1., 2.2, 2.3, 2.4, 3.1, 3.2, 4.1, 5.1</p> <p><b>Literacy:</b> S2- Language for Information and Understanding S4- Language for Social Interaction</p> <p><b>Career Development and Occupational Studies:</b> S2- Integrated Learning S3a- Universal Foundation Skills</p> <p><b>Technology:</b> S2- Information Systems S5- Technology Education</p>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Understand that NYC is an urban community.</li> <li>• Understand that bridges, tunnels, etc. connect communities in NYC and has a major transportation system.</li> <li>• Read about and discuss the many different types of industry in NYC and the types of jobs these industries produce.</li> <li>• Understand that NYC is made up of neighborhoods that reflect diverse cultures.</li> <li>• Identify some the old and new features of the cultural landscape of NYC.</li> <li>• Explain that various Native American peoples inhabited NY in the 1600s.</li> <li>• Identify famous explorers that arrived in present day NYC.</li> <li>• Describe changes in the physical environment over time.</li> <li>• Understand that communities and neighborhoods evolve over time</li> </ul>	<p><b>Process</b></p> <ul style="list-style-type: none"> <li>• Discuss and create a visual representation of the rich and diverse cultural heritage of NYC.</li> <li>• After reviewing the different types of businesses in the community, identify the types of jobs needed in the community.</li> <li>• Create maps of their classroom and immediate community.</li> <li>• Create a flipbook sequencing events in NYC history.</li> <li>• Discuss and brainstorm different jobs New Yorkers have.</li> <li>• Research and write a report about one tribe of Native Americans living in NYC in the 1600s.</li> </ul>	<p><b>ELA</b></p> <ul style="list-style-type: none"> <li>- Read fiction and nonfiction texts about NYC</li> <li>- Write journal entries</li> <li>- Read and listen to traditional literature of NY Native Americans</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>- Photography</li> <li>- Dramatization</li> <li>- Create Dance moves based on daily life of early civilizations</li> <li>- Draw: visual representations of NYC in various time periods</li> <li>- Identify and interpret visual art representations of NYC in various time periods</li> </ul> <p><b>Career Development</b></p> <ul style="list-style-type: none"> <li>- Identify the roles and jobs of NYC residents</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>- Photo essay</li> </ul> <p><b>Skills Proficiency</b></p> <ul style="list-style-type: none"> <li>- Map skills</li> <li>- Research skills</li> <li>- Note taking</li> <li>- Compare and Contrast skills</li> <li>- Nonfiction reading skills</li> <li>- Brainstorming, cooperative learning</li> <li>- Components of brochure</li> <li>- Components of a timeline</li> <li>- Microsoft Word</li> </ul>	<p>- <b>Passport through NYC</b> as the students visit each destination they will have their passport stamp and the students will write what they saw at each location. After visiting the destinations, the students will compare and contrast the places they have visited.</p> <p>- Take a walk outside the school community and identify the different types of building, homes, and business in the community. Look at the types of building, homes, and businesses in the community in the 1900's and compare how they have changed.</p> <p>-Students will create a brochure of their favorite place to visit in NYC.</p> <p><b>Key Vocabulary</b></p> <p>Skyscraper, communities, tunnels, immigration, migration, population, culture, industry, diversity, transportation, neighborhoods, physical environment</p>				
<p><b>Differentiation</b></p> <ul style="list-style-type: none"> <li>- Use of Choice Board for interest based projects</li> <li>- Student learning goals based on Individual Learning Action Plan (ILAP)</li> <li>- Small group strategy lessons</li> <li>- Tiered tasks and assignments to afford various entry points into the content</li> <li>-Consistent, recorded conferring</li> </ul>	<p><b>Lesson Modifications and Accommodations for Students with Special Needs or Second Language Services</b></p> <ul style="list-style-type: none"> <li>- Use of graphing organizers, vocabulary flash cards and words games, cards illustrated by students</li> <li>- Visual support: pictures, magazines, video</li> <li>- Provide language structures, writing prompts</li> <li>- Content books and leveled books on audio tape with visual support</li> </ul>		<p><b>Materials and Resources</b></p> <p><b>Students will use:</b> map of New York City, train maps, ferry schedule, bus maps for each borough, chart paper, graph paper, reference books, computer/laptop access, read aloud texts, art work depicting NYC in various time periods, trade books</p> <p><b>Trips/ Field Experiences</b></p> <table border="0"> <tr> <td>Statue of Liberty</td> <td>Ellis Island</td> </tr> <tr> <td>Five Borough trip tour</td> <td>Empire State Building</td> </tr> </table>		Statue of Liberty	Ellis Island	Five Borough trip tour	Empire State Building
Statue of Liberty	Ellis Island							
Five Borough trip tour	Empire State Building							

## Lesson Plan – Grade 2

**Unit of Study:** New York City over Time

**Grade:** 2

**Focus Question:** How did New York City change over time?

**Teaching Point:** Students will be able to describe changes in the physical environment of Brooklyn over time using photographs.

**Lesson Objectives:**

- Students will interpret photographs of various Brooklyn locations.
- Students will take notes using a Venn Diagram Graphic organizer
- Students will write a descriptive paragraph

**Materials:** Photos of different community jobs, social studies notebooks to take notes, pencils, graphic organizer (compare and contrast Venn diagram), chart paper with model organizer and space for model paragraph.

**Connection/Motivation:**

- Teacher reminds students about the work they have been doing as historians as they have been investigating and learning more about New York City and how it has changed over time.

**Teaching Point Statement:**

- Teacher tells students, “Today I am going to show you how a historian may look at photographs to determine and describe how the physical environment of a place has changed over time.”

**Teach/ Demonstration:**

- Teacher introduces students to content and process vocabulary being used in this lesson: physical environment, compare, contrast
- Explain that one of the ways historians gather information is by using photographs.
- Can say, “A short while ago I was speaking with a neighbor who was remembering that our neighborhood used to have many more trees than it does now. He said he had some pictures from 30 years ago that he could show me so that I could see what he meant.” Continue telling a similar story
- Can say, “Let me show you how I look at photographs to determine and describe the changes in a physical environment.”
- Display two pictures of an area in Brooklyn (Prospect Park, Coney Island, particular neighborhood). One from at least 50 years ago and one from this current time.
- Model: looking carefully at the photos one at a time and talking about observations.
- Display the model Venn diagram with majority completed. Think aloud what you included in the diagram and why.

**Active Engagement:**

- Invite students to look at the picture and think of items that were left out of the organizer, then turn and talk to the person next to them to share what they think should be added to the organizer.
- Discuss where new additions should be added to the organizer based on the categories ‘Then and Now’.

**Link:**

- Tell the students that as they work with their team today they will be looking at photographs as historians. They will be looking closely to describe the way the physical environment of an area has changed.

**Student Exploration / Practice:**

- Tell students they will work in their small groups to look closely at the two photographs of a location in Brooklyn.
- They will discuss what they observe then list details in the Venn diagram graphic organizer.
- Tell the students they should be prepared to stop in 13-15 minutes.

**Mid Workshop Share:**

- After 13-15 minutes, model the process for taking words and ideas from the graphic organizer to write a descriptive paragraph about the changes of the physical environments in the photographs.

**Differentiation Opportunities:**

- Some students may need to write a list of the details before putting them into the Venn diagram.
- Some students may need to write simple sentences describing the changes in the pictures.
- Some students may need to draw a representation of the physical changes and verbally describe the changes.

**Share/Closure:**

- Gather the whole class in the meeting area. Have two groups share their descriptions.
- Prepare students for next day’s lesson

**Assessment:**

- Meet with the small groups and collect observations
- Review and provide feedback for the written descriptions

**Extension & Follow – up:**

- Using photographs to describe changes to physical environments in other boroughs.
- Describe the changes to the physical environment in Brooklyn to three people at home.

## Section 6: Leadership and Accountability

### 6.A: Teacher Teams

#### First Year Collaboration Opportunities

- **Professional Learning Teacher/grade Communities**-Teachers will meet on a weekly basis with professionals on their grade level or across grade levels depending on the number of classes per grade level in the first year. The instructional coaches and instructional leader will also participate in the meetings as team members.
- **School Leadership Team (SLT)** – Members of this selected team will play an integral role in the function and operations of RLES. This team is responsible for the writing and publishing of our Comprehensive Education Plan (CEP) and making decisions that move the school toward reaching our CEP goals. This team will also coordinate RLES' leadership program as they develop and enhance ways to engage our entire school community in effective habits development.
- **Grade Team Meetings**- The master schedule will reflect at least two common planning periods per week for each grade level team in year one. At capacity, it will reflect a minimum of three common planning periods per week. Grade teams will set a schedule for a minimum of one planning meeting per week. This meeting time will be used to plan, reflect on and revise unit and lesson plan ideas, analyze student data, set professional goals aligned to personal data and schoolwide goals, etc.

#### Additional Collaboration Opportunities at Capacity

- **Leadership Steering Committee:** This team will consist of a committee of people who wish to volunteer on a team that will meet three times per school year. The overarching goal is to collect school data yearly over three to 5 to 10 plus years. This team's design of data collection and reporting revolves around inquiry into our school's teaching of curriculum, standards and assessment to accelerate student achievement and performance. The data this team collects will provide a lens into the systemic structure of our school allowing leadership an unbiased set of data collected for evaluation and analysis. Evaluate and rate the effectiveness of internal systems, structures and programs.

#### Inquiry Team

In year one our inquiry team focus will be on students whose performance is in the lowest 1/3 of the 3<sup>rd</sup> grade population. Through data analysis, a pattern was revealed. The data shows that 90% of the students whose performance in ELA and Math is in the lowest 1/3 subgroup, performed at level 1 in both subject areas. We will target foundational skills of literacy, using student mastery levels in ECLAS-2 as initial indicators for targeted needs. This data will be triangulated with Fountas and Pinnell reading levels, DIBELS proficiency, attendance data and teacher conference data. The inquiry team will meet biweekly to advance through the inquiry process cycle a minimum of two times per year.

## 6.B: Systems of Accountability

- **Data Collection and Analysis Structures:** At RLES we believe it is essential to provide a framework for our community that fosters continuous improvement through gathering, analyzing and sharing student data to set goals and track progress over time. Data accessibility and communication are key to building a culture of success and accountability. To support our learning community with the collection and centralization of data, we will start by using the Google Documents application. This practice will allow us to record collected data that is available to the community and is protected by password. All spreadsheets, item analyses, Plan-Do-Study-Act cycle forms and other data collection and analysis protocol resources will be available on Google Docs. We will only record assessment information in Google Docs that is not currently available in ARIS, which we will use to access, analyze and share student state, acuity and ECLAS/EPAL assessment data. We project that by year three, we will have an online RLES data warehouse.
- **Baseline Assessments Data Collection:** In September of the first year, teachers will assess each child's proficiency in reading, writing, listening, speaking, mathematics and technology use. We will use ECLAS-2 (K-3), Teacher's College Running Record System (K-5), Writing on Demand, and Everyday Math assessments to gather baseline data. (In proceeding years, teachers will have comprehensive student profiles available at the onset of the school year for any student who attended RLES the previous year.) Students whose home language survey indicates that they need ESL services will be assessed within the first 10 days of their arrival. The Individual Education Plans for students with special needs will be reviewed to ensure each student receives their mandated services.
- **Interim/Periodic Assessments Data Collection:** Our students will participate in the Acuity assessment periods for Instructionally Targeted Assessments as well as the Predictive Assessments. We will administer the ELL periodic assessment during each available window. Student, class and grade level item analysis tools will be analyzed to identify trends and patterns in performance. The 'Strengths, Challenges, Weaknesses' Protocol will also be utilized in the analysis of Acuity and ELL periodic assessment data. Teachers will conduct running record conferences with students and submit data five times across the school year: Sept, Nov, Jan, Mar, May/June. On Demand Writing assessments will be completed monthly. An item analysis of concepts, skills and conventions will be completed and used to identify whole class, small group and individual learner teaching opportunities. Students will complete portfolio tasks for all core subject areas including technology. Teachers will also facilitate consistent assessments of learning by evaluating various performance tasks/projects, conferring regularly and recording notes for reference...
- **Leadership Data Portfolios (LDP):** All students and members of faculty will maintain and use personalized LDPs. These tools provide a structure for the personal management of learning and growth. Student LDPs will hold items such as individual mission statements, goals and objectives, action plans, item analyses, and charts and graphs to self-monitor and document progress. Students will also include work samples that demonstrate their acquisition of targeted goals. Faculty members will have similar components such as personal mission statements, professional goals and objectives, action plans, etc. They will also select an artifact monthly that demonstrates their progress toward professional goals. Other sections of faculty LDPs include: current class data summaries, professional growth, professional teaching standards rubric, professional learning experiences, reflections
- **Individual Learning Action Plan (ILAP):** Every Student will have an ILAP. This plans will be designed at the beginning of the year, aligned to the baseline assessment data and will be reviewed and revised a minimum of four times per school year as data from periodic assessments is analyzed.

- **Professional Development:** One of our professional development priorities in year one is growing our faculty and staff's capacity to use data to build a culture of continuous learning.

## 6.C: Using Data to Build a Culture of Continuous Learning

At Rising Leaders Elementary School, one of our core values is the notion that accountability is essential to our children's success now and in their future. If our school is going to provide a learning environment that is meaningful, engaging and responsive to the needs of our students we must continually reflect on the quality of our systems and focus our efforts on assessing, evaluating and revising our systems and structures to optimize our students' success. As we reviewed the sample data on page 3, we proceeded by using the following steps.

I. Step one we calculated the subgroup percentage of the 3<sup>rd</sup> grade population.

Sex	Over Age	Home Language (non English)	ELL	IEP-SETSS	IEP-SC/CTT	Title 1	Attend. Over 90%	ELA Proficient	Math Proficient
Females: 53% Males: 47%	10%	43%	13%	33%	10%	60%	80%	23%	13%

II. Step two included identifying patterns and trends across subgroups by filtering and sorting the data.

- 10% of the entering students are proficient in both ELA and math and they are all females.
- 57% of the students proficient in ELA are females.
- 75% of the students proficient in Math are females.
- 90% of the students whose performance in ELA and Math is in the lowest 1/3 subgroup, performed at level 1 in both subject areas.
- 60 % of students in the lowest 1/3 subgroup in both ELA and Math have Individual Education Plans.
- 75% of students who are English language learners have Spanish as a home language.
- 50% of students who are English language learners are proficient in ELA and 25% are proficient in Math.

III. Step three involved identifying implications for student learning, instruction and budget. We also identified additional data we would like to have and began to brainstorm strategies to impact student performance. (Example)

Data	Implications for Student Learning	Implications for Instruction	Implications for Budgeted Resources	Additional Information Desired	Goal/Strategy Ideas
<p><b>23 % of the students are performing at or above grade level in ELA</b></p> <p><b>Idea:</b> Within the blocks of the days create a framework/prototype -independent study time -teamwork time -independent project work time.</p>	<p>*majority of students are not learning at grade level *are learning styles of students being addressed?</p>	<p>*foundational learning must take place *severe differentiation *AIS services needed *benchmark assessments and progress monitoring *Comprehensive reading program through the grades *Focus on word study/vocab. *Use project based learning to engage students through varies entry points for a shared topic of discussion/study. *Teach students grade appropriate study habits- build stamina in ability</p>	<p>*Reading intervention program *Reading Reform? *AIS providers *PD time *common planning *Afterschool/Saturday Learning *technology based supplemental program</p>	<p>*student work samples *BOY benchmark data *Block scheduling including 37.5 minutes in the middle of the day? *additional time each day = .5 day for students and .5 day PD? SBO? * What are student's approximate performance proficiency rates? Conduct state test simulations in December. *What strands are strengths, challenges and weaknesses?</p>	<p>*Intervention *Inquiry Work *12% increase in number of students performing at or above GL *PD using data to build continuous learning *LDP to monitor goals and progress to drive instruction and learning</p>

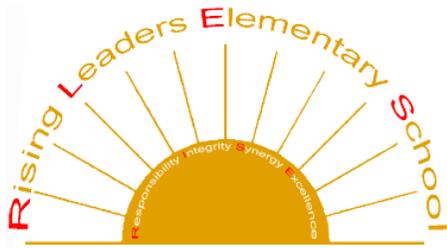
## 6.C: Cont'd

Based on our analysis of the sample data we there are a number of goals we would set for the upcoming school year. Our wildly important goals would include the following.

Data	23% of students in sample are proficient in ELA.
Goal	Improve student performance in ELA by increasing the number of students performing at or above grade level by a minimum of 12%.
Actions Steps/Strategies	<ul style="list-style-type: none"> <li>• A schedule that supports teacher common planning time will be followed.</li> <li>• Teachers will collaboratively plan units of study that are aligned with the NYS standards, NYC requirements and include distinct differentiation opportunities.</li> <li>• Monthly professional learning meetings will be focused on analyzing various student data using the Data Driven Dialogue Protocol.</li> <li>• Teachers will explicitly teach reading and comprehension strategies using the workshop model within a balanced literacy structure embedding differentiation.</li> <li>• Students will track their personal progress and data in their Leadership Data Portfolios</li> <li>• Students who are not meeting grade level standards will be provided Academic Intervention Service a minimum of three times per week.</li> </ul>

Data	13% of students in sample are proficient in Math.
Goal	Improve student performance in Math by increasing the number of students performing at or above grade level by a minimum of 17%.
Actions Steps/Strategies	<ul style="list-style-type: none"> <li>• A schedule that supports teacher common planning time will be followed.</li> <li>• Teachers will collaboratively plan units of study that are aligned with the NYS standards, NYC requirements and include distinct differentiation opportunities.</li> <li>• Monthly professional learning meetings will be focused on analyzing various student data using the Data Driven Dialogue Protocol.</li> <li>• Teachers will explicitly teach mathematic skills, concepts and strategies using the workshop model.</li> <li>• Students will track their personal progress and data in their Leadership Data Portfolios</li> <li>• Students who are not meeting grade level standards will be provided Academic Intervention Services a minimum of three times per week.</li> </ul>

Data	60 % of students in the lowest 1/3 subgroup in both ELA and Math have Individual Education Plans.
Goal	Improve the performance of our students with special needs in ELA and Math
Actions Steps/Strategies	<ul style="list-style-type: none"> <li>• A schedule that supports teacher common planning time will be followed.</li> <li>• Teachers will collaboratively plan units of study that are aligned with the NYS standards, NYC requirements and include distinct differentiation opportunities.</li> <li>• Monthly professional learning meetings will be focused on analyzing various student data using the Data Driven Dialogue Protocol.</li> <li>• Teachers will explicitly teach reading, comprehension strategies, math skills and concepts using the workshop model and incorporate some of the high yield instructional strategies researched by R. Marzano.</li> <li>• Students will track their personal progress and data in their Leadership Data Portfolios</li> <li>• Students who are not meeting grade level standards will be provided Academic Intervention Services a minimum of three times per week.</li> </ul>



Rising Leaders Elementary School  
1600 Proposal Lane  
New York City, New York 10006

Nicole Reid-Christopher, Principal

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Grade Teams Meeting Agenda with *Plan Notes*  
Summer Retreat Session

**Audience:** All Teachers and support staff

**Essential Questions:** How will the use of the Leadership Data Portfolios positively affect student achievement?  
What supports do we need to provide students to affect their success in consistent use of Laps?

**Purpose:** To support teacher development in their ability to implement the use of LDPs for students.

**Duration:** 2 hour

- Reflection on a Word Protocol (5 minutes)
  - *Facilitator will introduce this protocol. Teachers will participate by introducing themselves and giving their own take on the phrase **continuous improvement**.*
- What is a Leadership Data Portfolio (LDP)?
  - *Teachers will understand that LDPs support students in becoming co-producers of their learning.*
  - *Teachers will understand that LDPs help students organize processes for learning.*
  - *Teachers will understand that LDPs will contain a student's **mission, personal and class data, goals and action plans** to support classroom and personal learning.*
- Why are LDPs important?
  - *Teachers will understand that LDPs empower students to become accountable for their learning. By writing goals/objectives based on actual course or subject objectives, students have control over their pace of learning.*
  - *Teachers will understand that LDPs provide an accessible tool for analyzing what is working or not working and supplies timely feedback to students and their families to correct the course of action, as needed.*
  - *Teachers will understand that LDPs are designed in a way for students to observe short-term gains, which can be used as a powerful motivator to achieve long-term goals.*
- How will we develop LDPs?
  - *Teachers will understand that the process for creating LDPs includes:*
    - *Students write their individual mission statements.*
    - *Students formulate their personal goals/objectives and action plans based on curricular expectations and individual needs and missions.*
    - *Students will include quality tools such as force-field analyses to determine "drivers" and "preventers" in achieving goals.*
    - *A section of the notebook is devoted to parent communication to keep parents informed.*
- Essential Question Reflection: ( 15 minutes)
  - *Brainstorm and record- based on your experience today, how would the use of the Leadership Data Portfolios positively affect student achievement? What supports do we need to provide students to affect their success in consistent use of LDPs*
- Professional Reflection: (5 minutes)
  - *Teachers complete an exit slip answering two questions: What two things did you find helpful and plan to implement in your instruction? How may the instructional coaches and administration best support your progress toward use of the concepts and ideas discussed today?*

## 6.D: Governance Systems

### Leader Instructional Focus Team

The formation of the Leader Instructional Focus Team (LIFT) is integral to the mission of our school. We believe that providing structured time for the LIFT to meet and collaborate with classroom teachers will support our efforts to ensure that every student's academic and social needs are met. The development of this team will serve as a forum for classroom teachers to discuss and identify change strategies for students of interest. The meetings take place on a weekly basis and the schedule of identified classrooms rotates.

During these meetings, the teachers discuss cognitive, social, emotional and physical concerns they have for specific students in their classrooms. All discussions will be based on data and focused on delving into the needs of particular students and identifying possible strategies and resources. Members of this team will include the learning leader, instructional coaches, IEP teacher, guidance counselor, and teacher volunteers.

LIFT meetings are guided by the use of the ATLAS- Learning from Student Work Protocol.

- 1) **Getting Started:** The teacher providing the student work gives a very brief statement of the assignment. The educator should describe only what the student was asked to do and avoid explaining what he or she hoped or expected to see.
- 2) **Describing the Student Work:** Members of LIFT will gather as much information from the work piece as possible, then describe and record their observations of the student's work.
- 3) **Interpreting the Student Work:** During this period, the group tries to make sense of what the student was doing and why. The group should try to find as many different interpretations as possible and evaluate them against the kind and quality of evidence. From the evidence gathered in the preceding section, the team will try to infer what the student was thinking and why, what the student does and does not understand what the student was most interested in, how the student interpreted the assignment.
- 4) **Implications for Classroom Practice:** Based on the team's observations and interpretations, they will discuss any implications this work might have for teaching and assessment in the classroom and begin to identify strategy ideas for practical classroom use. In particular, the team will consider the following questions:
  - What steps could the teacher take next with this student?
  - What teaching strategies might be most effective?
  - What else would you like to see in the student work? What kinds of assignments or assessments could provide this information?
  - What does this conversation make you think about in terms of your own practice? About teaching and learning in general?
- 5) **Reflecting on ATLAS:** The teacher shares back what they learned about the student, the work, and what they are now thinking. The discussion then opens to the larger group to discuss what was learned about the student, about colleagues, and themselves.
- 6) **Debriefing the Process:** The team will discuss how well the process did worked-what went well, and what could be improved? If the team has designated someone to observe the conversation, this person should report his or her observations.

## 6.E: Staffing Plan

### Budget and Staffing Plan 2010-2011

Year 1 225 students

Position	License Requirements	Cost
1 School Leader	School Building Leader	\$ 125,000
1.5 School Secretary	School Secretary	\$ 64,950
3 Kindergarten Gen. Ed. Teachers	Early Childhood	\$ 180,000
3 First Grade Gen. Ed. Teachers	Common Branches	\$ 180,000
*1 Special Education Teacher	Dual Cert.: Sp. Ed./Common Branches	Salary from other funds
3 Second Grade Gen Ed. Teachers	Common Branches	\$ 180,000
*1 Special Education Teacher	Dual Cert.: Sp. Ed./ Common Branches	Salary from other funds
2 Instructional Coaches	Common Branches (Specialization in literacy and math)	\$ 120,000
1 Academic Intervention Teacher/Coordinator	Common Branches/ Sp. Ed.	\$ 60,000
2 Cluster Teachers	Technology & Performing Arts: Drama	\$ 120,000
*2 Special Education Teachers	Dual: Special Ed. /Arts or Comm. Branch.	Salary from other funds
*1 ESL Teacher	Dual: ESL/Common Branches	Salary from other funds
1 Guidance Counselor	Guidance Counselor	\$ 76,000
.5 Social Worker	Social Worker	\$ 32,500
4 School Aides	No License required	\$ 94,000
Total		\$ 1,232,450

At Rising Leaders Elementary School one of our core values is to establish an environment and culture that fosters both a passion for and a commitment to the acquisition of knowledge. It is essential that we use our resources in a way that maximizes our opportunities to propel students toward meeting and exceeding grade level standards. The following details how our year one staffing plan reflects educational priorities at RLES.

- We need a minimum of nine general education classroom teachers and two cluster teachers to provide our students with the basic instructional requirements.
- We will hire three special education teachers for the two Integrated Cooperative Teaching (ICT) classes on grade one and two, and one self-contained (1/2) class.
- We will hire an additional special education teacher to serve as the IEP and SETSS teacher.
- Our Academic Intervention Teacher will provide service to targeted students daily and coordinate the AIS service providers, which will include the two cluster teachers, instructional coaches and the instructional leader.
- Professional development that helps prepare our teachers and staff to meet the diverse needs of our students is vital. We will have literacy and math instructional coaches to provide all teachers with curriculum implementation support, demonstration lessons to model best practices, planning assistance, and mentoring.
- Our creative drama teacher will integrate the performing arts into the literacy, social studies and math curriculum. He/She will also provide professional development for teachers to learn how to incorporate the use of drama into their units of study across the curriculum.
- Our technology teacher will integrate the use of technology into the daily school lives of our students. He/She will also coordinate and manage the technological devices in the building.
- Our ESL teacher will address the needs of our students who are receiving second language services by pushing into classrooms whenever logistically possible otherwise, he/she will pull students out of their classrooms.
- Our guidance counselor will provide counseling services to all students mandated to receive them, provide intervention to students and families, resolve student conflicts through mediation, etc.

## 6.F: Resource Priorities

### A. Staffing Plan at Capacity

RLES Elementary School	All Grades (K-5)		
# of students	450		
TL Per Capita	\$3,946		
Children First	\$116		
<b>ALLOCATION TYPE</b>			
Per Capita Allocation	\$1,775,700		
Foundation Allocation	\$225,000		
Children First	\$85,000		
Children First Variable	\$52,200		
<b>Total TL</b>	<b>\$2,137,900</b>		
Position	Projected Annual Pay	#	Cost
Principal	\$125,000	1	\$125,000
Assistant Principal	\$97,000	1	\$97,000
Secretary	\$43,300	1	\$43,300
Business Manager	\$55,000	0	\$0
# of classroom teachers	\$60,000	24	\$1,440,000
# of Intervention Teachers	\$60,000	1	\$60,000
F-Status Teacher	\$27,500	2	\$55,000
Guidance Counselor	\$76,000	1	\$76,000
Social Worker	\$65,000	1	\$65,000
Tax Levy Paras	\$33,500	2	\$67,000
School Aide	\$23,500	4.5	\$105,750
<b>Total</b>			\$2,134,050
<b>Remaining</b>			\$3,850

<b>ALLOCATION TYPE</b>			
Per Capita Allocation	\$1,775,700		
Foundation Allocation	\$225,000		
Children First	\$85,000		
Children First Variable	\$52,200		
<b>Total TL</b>	<b>\$2,137,900</b>		
TL 15% Reduction	\$1,817,215.00		
<b>Projected Annual</b>			
<b>Position</b>	<b>Pay</b>	<b>#</b>	<b>Cost</b>
Principal	\$125,000	1	\$125,000
Assistant Principal	\$97,000	1	\$97,000
Secretary	\$43,300	1	\$43,300
Business Manager	\$55,000	0	\$0
# of classroom teachers	\$60,000	24	\$1,440,000
# of Intervention Teachers	\$60,000	0	\$0
F-Status Teacher	\$27,500	0	\$0
Guidance Counselor	\$76,000	0.5	\$38,000
Social Worker	\$65,000	0.25	\$16,250
Tax Levy Paras	\$33,500	0	\$0
School Aide	\$23,500	2	\$47,000
<b>Total</b>			<b>\$1,806,550</b>
<b>Remaining</b>			<b>\$10,665</b>

## A. Resource Priorities (Cont'd)

At full capacity with 450 students, RLES will have tough decisions to make when we are faced with a 15% budget cut. The above budget table A. demonstrates our ideal staffing plan with a full \$2,134,050.00. Since year one our student enrollment has doubled and we have proposed the following staffing plan adjustments.

- We need a minimum of eighteen general education classroom teachers and four cluster teachers to provide our students with the basic instructional requirements.
- We need five special education teachers for the Integrated Cooperative Teaching (ICT) classes on grade levels one through five and three special education teachers for self-contained classes. (Funding for these positions is not represented on the above Tax Levy budget tables)
- We will have additional ESL teacher on staff part time. (Funding for this position is not represented on the above Tax Levy budget tables)
- We will hire two F-status teachers to provide academic intervention services.
- To assist instructional leader with administrative duties of our school, we will hire an assistant principal. (A Line was added to the budget to reflect that Tax Levy funds will be used to staff this position.)
- With additional funds available, we will bring our social worker up to full time status.
- To provide additional support to students in the early grades two paraprofessionals will be hired to rotate assistance for kindergarten and grade one classes.

Considering the event of a 15% budget cut, budget table B. demonstrates our scaled down staffing plan using \$1,806,550.00

The following adjustments were made due the cuts in our school's funding.

- Because the education of students and the quality of their learning environment is a top priority, there were no changes made to the number of classroom teachers and cluster teachers on staff.
- Our academic intervention teacher will have to take a classroom position and the assistant principal will take over the responsibilities of AIS coordination.
- The two F-Status teachers will not be on staff and creative scheduling techniques will have to be utilized in order for the Assistant Principal, cluster teachers, and instructional coaches, and dually certified ESL teachers to meet the needs of our students in need of AIS.
- The guidance counselor will be reduced to part time status.
- The social worker's time will be reduced to work 25% of his/her workweek in our school.
- Our two paraprofessionals for the early grades will have to be released.
- We will also have to release two school aides. The administration team and guidance counselor will have to assist with lunch periods



**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 74 FUTURE LEADERS ELEMENTARY SCHOOL						
<b>District:</b>	31	<b>DBN:</b>	31R074	<b>School</b>	353100010074		

**DEMOGRAPHICS**

Grades Served:	Pre-K	v	3	7	11		
	K	v	4	8	12		
	1	v	5	9	Ungraded		
	2		6	10			

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K			36				
Kindergarten			44				
Grade 1			30				
Grade 2			0				
Grade 3			0				
Grade 4			0				
Grade 5			0				
Grade 6			0				
Grade 7			0				
Grade 8			0				
Grade 9			0				
Grade 10			0				
Grade 11			0				
Grade 12			0				
Ungraded			0				
<b>Total</b>			<b>110</b>				

<b>Attendance - % of days students attended:</b>			
(As of June 30)	2007-08	2008-09	2009-10

<b>Student Stability - % of Enrollment:</b>			
(As of June 30)	2007-08	2008-09	2009-10

<b>Poverty Rate - % of Enrollment:</b>			
(As of October 31)	2008-09	2009-10	2010-11
			60.0

<b>Students in Temporary Housing - Total Number:</b>			
(As of June 30)	2007-08	2008-09	2009-10

<b>Recent Immigrants - Total Number:</b>			
(As of October 31)	2007-08	2008-09	2009-10

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes			6	Principal Suspensions			
# in Collaborative Team Teaching (CTT) Classes			9	Superintendent Suspensions			
Number all others			4				

<b>Special High School Programs - Total Number:</b>			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants			

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes			TBD	Early College HS Program Participants			

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Dual Lang. Programs			TBD	Number of Teachers			

# receiving ESL services only			TBD	Number of Administrators and Other Professionals			
# ELLs with IEPs			TBD	Number of Educational Paraprofessionals			

These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals			
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Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
				% fully licensed & permanently assigned to this school			
				% more than 2 years teaching in this school			
				% more than 5 years teaching anywhere			
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			
American Indian or Alaska Native			0.0	% core classes taught by "highly qualified" teachers			
Black or African American			24.5				
Hispanic or Latino			42.7				
Asian or Native Hawaiian/Other Pacific			5.5				
White			27.3				
<b>Male</b>			59.1				
<b>Female</b>			40.9				

**2009-10 TITLE I STATUS**

	Title I						
v	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
							v

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>SURR School (Yes/No)</b>		If yes,					
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**Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

	Phase		Category		
	In Good		Basic	Focused	Comprehensive
	Improvement Year 1				
	Improvement Year 2				
	Corrective Action (CA) – Year				
	Corrective Action (CA) – Year				
	Restructuring Year 1				
	Restructuring Year 2				
	Restructuring Advanced				

**Individual Subject/Area AYP Outcomes:**

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	ELA:
Math:	Math:
Science:	Graduation Rate:

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>							
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
<b>Student groups making</b>							

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>				<b>Quality Review Results – 2009-10</b>			
<b>Overall Letter Grade:</b>				<b>Overall Evaluation:</b>			
<b>Overall Score:</b>				<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:				Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:				Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the</i>				Quality Statement 5: Monitor and Revise			
Student Progress:							
<i>(Comprises 60% of the</i>							
Additional Credit:							

<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
v = Made AYP				U = Underdeveloped			
vSH = Made AYP Using Safe Harbor Target				UPF = Underdeveloped with Proficient Features			
X = Did Not Make AYP				P = Proficient			
– = Insufficient Number of Students to Determine AYP				WD = Well Developed			
				NR = Not Reviewed			

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>Children First 609</b>	District <b>31</b>	School Number <b>074</b>	School Name <b>Future Leaders</b>
Principal <b>Nicole Reid-Christopher</b>		Assistant Principal <b>N/A</b>	
Coach <b>N/A</b>		Coach <b>N/A</b>	
Teacher/Subject Area <b>Marcia Sulit / Bilingual</b>		Guidance Counselor <b>Lauren Rodriguez</b>	
Teacher/Subject Area <b>Wanda Sousa / ESL</b>		Parent	
Teacher/Subject Area <b>Ruth Portalatin/Bilingual</b>		Parent Coordinator <b>N/A</b>	
Related Service Provider		Other	
Network Leader <b>Debrah Van Nostrand</b>		Other	

### B. 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	<b>1</b>	Number of Certified Bilingual Teachers	<b>2</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>1</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>1</b>

### C. School Demographics

Total Number of Students in School	<b>111</b>	Total Number of ELLs	<b>33</b>	ELLs as Share of Total Student Population (%)	<b>29.73%</b>
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## Part II: 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 those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- 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.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. Upon arrival of parents for registration, the parents complete a registration packet which includes the Home Language Identification Survey (HLIS). Our ESL teacher (Mrs. Sousa) and bilingual teacher (Mrs. Sulit) met with the parents to assist with the completion of the HLIS and to conduct an interview with them in order to determine the student's dominant language. As a result of the interview, along with the assessment of the HLIS, the pedagogues determined the OTELE Code (Other Than English Language Exposure) for the child. All newly admitted students who speak a language other than English at home and meet the criteria of eligibility are administered the Language Assessment Battery-Revised (LAB-R) within 10 days of enrolling in our school. If Spanish is the dominant language and the child does not meet benchmarks in the English exam, the Spanish LAB-R is administered as well. The results of the test are used to plan instruction and create class groupings. Parents are invited to attend an orientation session where they are shown a video describing the various programs that are available to English Language Learners (ELLs). At this time, parents make an informed decision as to which program they would like their child to attend. The school reviews the forms and places students (within 10 days of admission) in the selected program depending on the number of students that warrant such a program and seat availability in the class. In 2010-2011, we have one self-contained kindergarten general education blended model for English as a Second Language (ESL) class, one kindergarten bilingual Intergarated Collaborative Teaching class, and one first grade general education blended model for ESL instruction class and one first grade bilingual 12:1:1 class. Should there not be enough students to form an ESL, TBE or DL then parents are informed of the availability of such programs in another school within the district. At the same time, parents have the option to reject their child transferring to another school. Instead, parents may choose to participate in the ELL programs available at our school at the time. Our school monitors the preferences of families for future class planning and development. All identified ELLs receive the mandated units of ESL/ELA/NLA according to the results of the LAB-R. In the spring, ELLs will be given the NYSESLAT exam to determine language proficiency in English and continued entitlement for ESL services.

2. The parents of all newly registered students identified as ELLs are invited to participate in a parent orientation on the first day of school, during the first month of school, or within 10 days of admission should the child enroll after September. During the orientation, parents are shown a video and given a brochure in their native language which describes the three programs available in the NYC school system. Parents are given a survey allowing them to indicate their preference for either Bilingual, Dual Language, or ESL programs. Students are placed in the appropriate program based on parental preference and the availability of such programs at Future Leaders Elementary School (FLES). The school reviews the forms and places students in the selected program depending on the number of students that warrant such a program. TBE and Dual Language requires a minimum of 15 students on two (2) consecutive grade levels in that program. Should there not be enough students to form TBE/DL class; then, parents are informed of the availability of such programs in another school within the district. Parents have the option to reject their child transferring to another school and chose to participate in the ELL programs available at the school of initial enrollment. The school keeps track of the records for those students whose parent preference is not available, so that classes can be formed should the numbers meet the warranted criteria for formation of such programs.

3. School staff and administration will be available to translate for those parents that speak a language other than English. In the event that there is no staff member available that speaks the parents native language, the Translation Unit is called and a person is made available to translate for the parent via phone. The contact information for the Translation Unit is posted in several areas around the school. Parent orientation sessions will be planned in September, October, and throughout the year as well as before, during, and after school, so parents have many opportunities to become well-informed about issues regarding English Language Learners. Parents will receive entitlement, non-entitlement and placement letters.

4. Based on the HLIS, all newly admitted students who speak a language other than English at home and meet the criteria of eligibility, are administered the Language Assessment Battery-Revised (LAB-R). The results of the test are used for children's placement in Bilingual, or ESL programs. Parent orientation sessions are held throughout the school year to ensure that parents are being made aware of these programs and how placement is determined. Using this information in conjunction with the parental preference, students are either placed in a Bilingual or ESL programs within 10 days of admission. Parents are invited to ask questions about each program and to reflect on how their child will function in each of the different settings.

5. Due to the fact that we are a new school opening our doors in September 2010 we do not have prior parent survey forms and program selection forms for the past few years.

6. Our program models are aligned with parent requests after analyzing the forms for 2010/2011 we found that the most popular program was TBE followed by ESL and ending with dual language.

## Part III: 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

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.

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													0
<b>Dual Language</b> <small>(50%:50%)</small>	2													2
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	1													1
<b>Push-In</b>	1													1
<b>Total</b>	4	0	0	0	0	0	0	0	0	0	0	0	0	4

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	33	Newcomers (ELLs receiving service 0-3 years)	69	Special Education	11
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b>	33	0	0	0	0	0	0	0	0	33
<b>ESL</b>	36	0	11	0	0	0	0	0	0	36
<b>Total</b>	69	0	11	0	0	0	0	0	0	69

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

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

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	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	33	17																	33	17
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>33</b>	<b>17</b>	<b>0</b>	<b>33</b>	<b>17</b>															

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0

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
Other									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): <u>15</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>0</u>	Asian: <u>0</u> Hispanic/Latino: <u>48</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>2</u> Other: <u>0</u>

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	30													30
Chinese	1													1
Russian														0
Bengali	2													2
Urdu	3													3
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>36</b>	<b>0</b>	<b>36</b>											

# Part IV: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

1. The organizational models at PS74 consists of 1) General Education kindergarten class with the ESL blended model, and 2) a bilingual kindergarten ICT class. The students in the general education kindergarten class are mostly beginner ESL students. Although most of the students come from Spanish speaking homes, some come from Vietnam, Chinese, Pashto and Arabic homes too. The students in the bilingual program follow a 60/40 program due to the fact that they are beginner ELLs. We have one general education first grade with the blended ESL model and one self-contained special education class 12:1:1.

2. During our recruiting process and throughout our professional development, we are committed to having teachers who are certified to teach English Language Learners or who are knowledgeable about effective language instructional strategies. Instructional mandates are met in various ways: a) the blended ESL model, and b) the bilingual program. Those students who test on the Intermediate and Beginner levels meet the mandate by working with an ESL or bilingual teacher for two periods each day of the week. Those students who test in the advanced category, meet the mandate by working with an ESL or bilingual teacher for one period a day each day of the week. Students in the bilingual program meet the native language arts mandate by receiving 60% of instruction in their native language (Spanish).

3. Though the content areas (math, science, social studies) are delivered slightly differently in the ESL and bilingual programs, the instructional approaches that teachers use are very similar. In the general education and bilingual classrooms, the teachers integrate social studies in the literacy block. So, at the kindergarten level, students learn the social studies curriculum (me, my family, my school, my community) during read alouds, interaction and shared reading activities, modeled writing, and other literacy activities. Similarly, both the regular education and bilingual education programs use Everyday Math and FOSS to teach math and science. However, FOSS is taught in English. In the bilingual program, Everyday Math and FOSS are taught in Spanish and parents are sent information in both languages. Instructional approaches in both programs include: dramatization, total physical response, vocabulary instruction, manipulatives, repetition, visual aids, audio aids, and elements of Sheltered Instruction Observation Protocol (SIOP).

4. Currently, we are only a kindergarten and first grade school. So, many of the scenarios below will not apply to us at this point. In the future, we plan to differentiate our instruction for ELL subgroups in the following ways:

A) For SIFE students, depending on the number of students that fall within this category, we may open a special class for them to support their transition to a school environment. If numbers do not allow for this, we will provide additional academic services before and after school, as well as counseling with our social worker.

B) For students who will be in school for less than three years, we will make sure teachers use effective ESL strategies and that their parents participate in workshops throughout the year that support student learning at home. Similarly, we will organize cultural learning opportunities for these students to learn about their new country through field trips and performances.

C) For students who will be in school for 4 to 6 years, we will have a specific learning plan that sets specific learning goals based on their previous performance on standardized exams.

D) Our plan for Long-Term ELLs includes intensive small group instruction before, during, and after school and including summers if possible.

E) Our plan for ELLs identified as having special needs will begin with an analysis of those students' IEPs by the teacher and IEP team. Based on the needs of the child, students will receive instruction and services aligned to the information in the Individual Educational Plan.

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

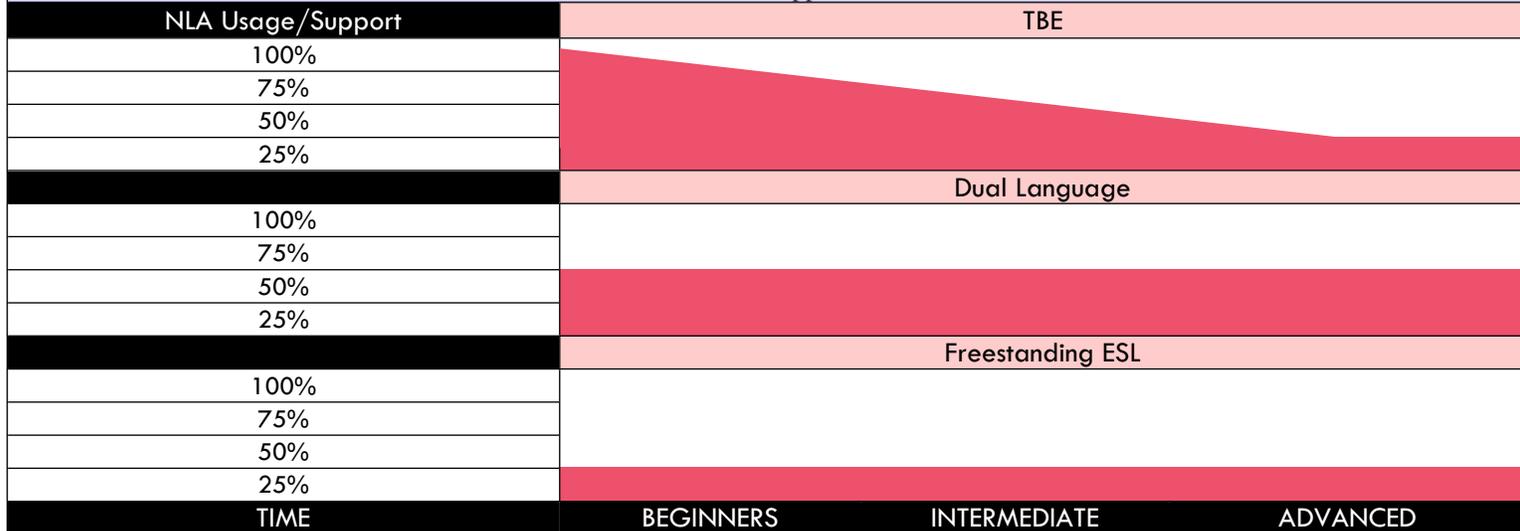
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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 Arts and Native Language Support**

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



## B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. Through our Inquiry Team, we will implement a Response to Intervention (RTI) program at our school for students, including ELLs. The first and second tier of intervention will be conducted by the child's homeroom teacher in the classroom based on the results of schoolwide or teacher created assessments. The third tier of intervention will be provided outside of the regular class time. During our Early Morning Program, ELL students will receive literacy intervention in small groups, such as letter work and fluency practice. The language of instruction will always be English for students in the ESL program and will vary in Spanish/English for students in the bilingual program based on the child's dominant language.

6. For students who need transitional support, we will develop specific learning plans that the teacher will use to plan the instructional day and communicate growth patterns to parents.

7. For the upcoming school year, we are considering ways to enhance our Spanish library and quantity of Spanish instructional materials. Also, we are seeking instructional programs that incorporate technology in the classroom.

8. At this point, we do not plan to discontinue any of our programs.

9. ELLs have equal access to all school programs. The schedule which they follow is exactly the same as monolingual students-- start and end times, lunch period, specialist periods, etc. are all the same.

10. We use the following instructional materials to support ELLs: Teachers College Reading and Writing Project, Wilson Foundations, Estrellita, Everyday Math, Math Steps, FOSS, Classroom's Morning Meeting.

11. In ESL, native language support is delivered by providing home communication and instructional materials in Spanish. Also, students are allowed to communicate with each other in their native language and to ask questions to the teacher in this language too. In the bilingual classrooms in K and 1<sup>st</sup> grades the native language support is delivered during the literacy block every day and during the content area time. All students have materials in their native language of literacy and home communication is available in that language as well.

12. In our first year, we will only be a kindergarten and first grade school. Therefore, all of the instructional materials we use and the instructional approaches we follow will be appropriate for the developmental stages of a kindergarten student and first grade student.

13. Before the beginning of the school year, we will hold orientations with families to share suggestions for literacy activities that can be done in the home and to inform parents of learning opportunities in the community.

14. Language electives are not common at the elementary school level.

## C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

We do not have a dual language program at this school.

#### **D. 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 support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. ELL personnel at the school participate in different types of professional development. During common preparation periods, teachers plan with their colleagues to develop effective units in literacy, math, and science. Teachers also participate in a 10 day professional development series with a licensed staff developer from Teachers College or Columbis University across the school year. This series supports instruction in Balanced Literacy through the Readers' and Writers' Workshops. Teachers also attend Calendar Days at Teacher's College throughout the year. These days have various literacy foci which include instruction for ELLs. Through participation on Inquiry Teams and Teacher Teams, teachers will participate in action research and book studies to enhance their professional expertise. They will also build their capacity in their understanding of NYS Common Core State Standards by participating in network level CLASS sessions and in school professional development sessions focused on CCSS.

2. We are a New School serving Pre-K - grade. We are growing to service grades Pre-K-5<sup>th</sup> by 2014. In the near future, teachers will be reflecting on ways to increase student independence in and out of the classroom. They will brainstorm issues and topics they may want to discuss in preparation of the transition to middle school. This information will be used as a guide to and support students emotionally, socially and academically.

3. As per Jose P., a minimum of 7.5 hours of ELL training will be provided or supported for all staff who do not hold an ESL or a bilingual license and who have not already met the requirement. Staff will participate in ESL specific workshops and workshops that address the needs of ELLs. Teachers will learn about language acquisition and transference, scaffolding techniques, ESL strategies, etc. Teachers will maintain copies of all professional development workshops attended and copies of records will be kept in the main office.

#### **E. Parental Involvement**

1. Describe parent involvement in your school, including 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. As a new school we involved all parents in the process of opening our new school during our new school kick off. We also had a Hispanic Heritage Family Fun night. During both times all sessions were translated by one of our bilingual teachers. In the month of October, we inaugurated our school's Parent Association, and School Leadership Team. We have an information center area for parents to use should they want to participate in the life of the school. Communication is always sent in English/Spanish and in any other language represented in the community. We plan to conduct our meetings in English while having translators available for the audience. Through out partnership with Learning Leaders, we plan to have parents present in our building throughout the day, so they support teachers and students inside and outside of the classroom.

2. Currently, we have partnered with The 7 Habits of Highly Effective People, Learning Leaders, the Staten Island Museum and The St. George Library.

3. We evaluate the needs of parents through surveys, teacher input, informal conversations, requests, and demographic information.

4. Our parental involvement activities address the needs of parents because they are directly related to their child's success in school. The activities we plan serve to inform parents about their child's academic and social curriculum and how they can best support their child's learning. Our activities are also reflective of any parenting or adult education needs that parents express throughout the year.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

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

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

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

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									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

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

1. To assess early literacy skills in English of our ELLs on a school-wide level, we use Teachers College Assessment starting in September and assess student growth over four quarters until June. To assess early literacy skills in Spanish of our ELLs on a school-wide level, we will begin with EL Sol to assess early literacy skills. Our school's instructional plan outlines what our children need to master in literacy by the end of the school year. All of the assessment systems we utilize will inform us on the progress our students are making to meet these goals.

2. At this point we do not have NYSESLAT data available. The LAB-R scores reveal that most of our students tested at a beginner level, followed by intermediate, and, lastly, advanced.

5. At this point, we do not have NYSESLAST results to answer this question.

6. We will evaluate the success of our programs for ELLs based on their progress on early literacy assessments, teacher feedback, instructional observations, family and teacher survey results, and a school self-assessment.

### 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.

No additional information required.

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		

	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		