



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: FUTURE LEADERS ELEMENTARY SCHOOL ~ P.S. 74

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 31R074

PRINCIPAL: NICOLE REID-CHRISTOPHER EMAIL: NREID@SCHOOLS.NYC.GOV

SUPERINTENDENT: ERMINIA CLAUDIO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Nicole Reid-Christopher	*Principal or Designee	
Matthew Kirwan	*UFT Chapter Leader or Designee	
Steven McCrimmon	*PA/PTA President or Designated Co-President	
Joanne Overton	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/ Teacher	
Angela Mascia	Member/ Teacher	
Darius McBride	Member/ Parent	
Wilder Selzer	Member/ Parent	
Roberta Lopez	Member/ Parent	
Ofelia Espinoza	Member/ Parent	
	Member/	

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June 2012, at least 75% of all students in kindergarten, grade 1 and grade 2 will demonstrate gains toward mastery of ELA Common Core 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 El Sol as compared to last year's 70% goal.

Comprehensive needs assessment

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

After reviewing baseline assessments the SLT determined the goal for kindergarten through grade 2 Language Arts performance. Student progress will be monitored throughout the year using the Teacher's College Reading and Writing assessments and El Sol.

Actions/Strategies/Activities #1: Professional development will include:

- Teacher participation in TC professional learning sessions, calendar days and pd offered by the Division of Students with Disabilities and English Language Learners
- Lead teachers who are members of the school wide CCLS Focus Team will attend Citywide Instructional Expectations "train the trainer" professional development sessions throughout the year
- Wilson Foundations and Estrellita training
- Use of Baldrige Quality Tools and classroom data centers, to enhance literacy instruction
- School leader will participate in Principal Literacy Study Group and professional development sessions at Teachers College
- Teachers will participate in inter and intra visitations focused on best practices

Target Population(s): Kindergarten through grade 2 students

Responsible Staff Members: School Leader and all teachers

Implementation Timeline: August 2011 – June 2012

Actions/Strategies/Activities #2: Continued development of foundation for literacy instruction:

- 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 new class
- Teachers will refer to and use guidelines of FLES framework for Balanced Literacy instruction, FLES Yearlong Curriculum Overview and the FLES Balanced Literacy document
- Teachers will implement a full balanced literacy program on a daily basis including, use of Foundations, Words Their Way and Estrellita programs in word work, reading and writing workshop, shared reading and writing, read alouds, and interactive and Guided Reading and Writing strategies.

Target Population(s): Kindergarten through grade 2 students

Responsible Staff Members: School Leader and all teachers

Implementation Timeline: September 2011 – June 2012

Actions/Strategies/Activities # 3: Common Planning:

- Teachers will meet regularly to engage in discourse about standards, curriculum and assessment, plan units and lessons, and reflect on student work and teaching practices.
- School Leader will meet with teacher teams at least once per month during common planning periods.
- Teachers will incorporate strategies into unit and lesson plans to differentiate learning for student subgroups, including ELLS and SWD.
- CCLS Focus Team members will facilitate teacher team meetings focused on the use of CCLS, and meeting the citywide Instructional Expectations
- Teachers will meet in grade teams, review data, set measureable goals and plan differentiated lessons.

Target Population(s): Pre Kindergarten through grade two students

Responsible Staff Members: School Leader and all teachers

Implementation Timeline: September 2011 – June 2012

Actions/Strategies/Activities #4: Assessments:

- Teachers will conduct benchmark assessments in reading 4 times in the school year, with interim assessments conducted between
- Teachers will analyze TCRWP running record data for individual students, classes and grades to inform instruction
- All grade level teams will engage in the inquiry process and will regularly review target student data and progress
- Periodic assessment results are gathered digitally and used to differentiate instruction
- In class interventions will be designed based on data, for students who do not meet literacy benchmarks
- Parent communication will be ongoing throughout the school year to provide parents with feedback, including progress reports that will be sent home between the report card periods

Target Population(s): Kindergarten through grade 2 students

Responsible Staff Members: School Leaders and all teachers

Implementation Timeline: September 2011 – June 2012

Monitor and Revise:

December 2011: 30% 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.

March 2012: 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 the action plan.

June 2012: 75% 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.

Strategies to increase parental involvement

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

- Classroom and cluster/support teachers will collaborate to design monthly parent workshops and information sessions. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- The school will host Open Houses/Curriculum Conference Days
- The school will organize and host a number of events that invite parents into classrooms to provide opportunities to engage in learning with their children and to observe teaching techniques
- Workshops will be held to train parents on the use of ARIS Parent Link

Strategies for attracting Highly Qualified Teachers (HQT)

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

- Administrative staff attends hiring fairs to identify and recruit highly qualified classroom teachers
- School leader collaborates with selected current school teachers to conduct group interviews of candidates
- The school secretary will work closely with the Network HR coordinator to ensure that non-HQT meet all required documentation and assessment deadlines
- Mentors are assigned to support struggling and un-qualified teachers

Service and program coordination

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

- The school has fostered partnerships with various community based and cultural organizations whose programs support students development in Language Arts
 - Studio in a School
 - City Parks Foundation: Seeds to Trees program
 - NYPL St. George Public Library
- The bilingual classes are participating in a word study pilot program called Estrellitas this year in coordination with the Office of English Language Learners and Students with Disabilities

Budget and resources alignment

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

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Professional instructional materials to support curriculum development during the regular school day
- Consumable instructional materials for use during extended day programs
- Purchase in school staff development days and Calendar Days from Teachers College Reading and Writing Project to enhance literacy instruction across the grades
- Read aloud and leveled books and big books will be purchased for grades
- Book cases, meeting area rugs and tables for small group instruction
- Teacher coverage for professional development
- Schedule includes common planning periods for each grade level
- Schedule visitations with colleagues within the FLES learning community and partner schools
- Hire additional team of certified teachers
- Parent involvement activities

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June 2012, At least 70% of all students in kindergarten, grade 1 and grade 2 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.

Comprehensive needs assessment

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

After reviewing baseline assessments the SLT determined the goal for kindergarten through grade 2 math performance. Student progress will be monitored throughout the year using Everyday Mathematics and teacher created assessments.

Actions/Strategies/Activities #1: 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 mathematics instruction
- Teachers will participate in inter and/or intra-visitations focused on best practices in mathematics instruction
- Use of Baldrige Quality Tools and classroom data centers, to enhance mathematics instruction
- Lead teachers who are members of the school wide CCLS Focus Team will attend Citywide Instructional Expectations “train the trainer” professional development sessions throughout the year

Target Population(s): Kindergarten through grade 2 students

Responsible Staff Members: School Leader and all Teachers

Implementation Timeline: September 2011 through June 2012

Actions/Strategies/Activities # 2: Continued development of foundation of 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 new 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

Target Population(s): Kindergarten through grade 2 students

Responsible Staff Members: School Leader and all Teachers

Implementation Timeline: August 2011 through June 2012

Actions/Strategies/Activities #3: Common Planning:

- Teachers will meet regularly to engage in discourse about standards, curriculum and assessment, plan units and lessons, and reflect on student work and teaching practices.
- School Leader will meet with teacher teams at least once per month during common planning periods.
- Teachers will incorporate strategies into unit and lesson plans to differentiate learning for student subgroups, including ELLS and SWD.
- CCLS Focus Team members will facilitate teacher team meetings focused on the use of CCLS, and meeting the citywide Instructional Expectations
- Teachers will meet in grade teams, review data, set measureable goals and plan differentiated lessons.

Target Population(s): Pre-kindergarten through grade 2 teachers

Responsible Staff Members: School Leader and all Teachers

Implementation Timeline: September 2011 through June 2012

Actions/Strategies/Activities #4: Assessment:

- On the kindergarten level, teachers will create and administer unit assessments. Grade 1 and 2 teachers will administer Everyday Mathematics unit assessments.
- Kindergarten through grade 2 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 through grade 2 students

Responsible Staff Members: School Leaders and all Teachers

Implementation Timeline: September 2011 through June 2012

Monitor and Revise:

January 2012: By this time, at least 35% of the students in kindergarten through grade 2 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.

June 2012: By this time, 65% of the students in kindergarten through grade 2 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.

Strategies to increase parental involvement

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

- Classroom and cluster/support teachers will collaborate to design monthly parent workshops and information sessions. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- The school will host Open Houses/Curriculum Conference Days
- The school will organize and host a number of events that invite parents into classrooms to provide opportunities to engage in learning with their children and to observe teaching techniques
- Workshops will be held to train parents on the use of ARIS Parent Link

Strategies for attracting Highly Qualified Teachers (HQT)

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

- Administrative staff attends hiring fairs to identify and recruit highly qualified classroom teachers
- School leader collaborates with selected current school teachers to conduct group interviews of candidates
- The school secretary will work closely with the Network HR coordinator to ensure that non-HQT meet all required documentation and assessment deadlines
- Mentors are assigned to support struggling and un-qualified teachers

Service and program coordination

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

- The school has fostered partnerships with various community based and cultural organizations whose programs support students' development in mathematics
 - City Parks Foundation: Seeds to Trees program
 - NYPL St. George Public Library

Budget and resources alignment

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

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Professional instructional materials to support curriculum development during the regular school day
- Consumable instructional materials for use during extended day programs
- Content area read aloud and big books will be purchased for grades
- Book cases, meeting area rugs and tables for small group instruction
- Teacher coverage for professional development
- Schedule includes common planning periods for each grade level
- Schedule visitations with colleagues within the FLES learning community and partner schools
- Hire additional team of certified teachers
- Parent involvement activities

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June 2012, 80% 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. In addition, we will engage at least 20% of families in Leader In Me workshops.

Comprehensive needs assessment

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

While recognizing the importance of establishing the leadership theme within our school culture, the SLT determined that the continued support of the development of the *Leader in Me* program and parental exposure would be a schoolwide goal.

Actions/Strategies/Activities #1: Professional development will include:

- All faculty and staff will participate in Leader in Me Empowerment Day, year two training in November 2011
- School leader will receive periodic telephone conference support from FranklinCovey Education Solutions

Target Population(s): Pre-kindergarten through grade 2

Responsible Staff Members: School Leader and all Teachers and Staff

Implementation Timeline: September 2011– June 2012

Actions/Strategies/Activities #2: Continue Leader in Me integration

- Teacher's guides and classroom materials will be provided for the Leader in Me program
- A web license to access LeaderinMe.org will be purchased for teachers, students and parents to use
- Faculty and staff will work with school leader to establish and maintain systems, structures and traditions that will support the development of the leadership theme
- The Lighthouse Team will focus on maintaining the culture of leadership within the school building and will meet monthly

Target Population(s): Pre-kindergarten through grade 2

Responsible Staff Members: School Leader and all Teachers and Staff

Implementation Timeline: September 2011- June 2012

Actions/Strategies/Activities#3: Expose parents to Leader in Me Program

- Parent guides are sent home to families
- Access LeaderinMe.org will be share with parents for use
- Lighthouse Team will organize and facilitate parent workshops

Target Population(s): All Parents

Responsible Staff Members: School Leader and all Teachers and Staff

Implementation Timeline: September 2011- June 2012

Monitor and Revise:

December 2011: 45% 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.

March 2012: 60% 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.

June 2012: 80% of faculty and staff will have met our end of year goal. If not, SLT will share 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.

Strategies to increase parental involvement

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

- Classroom and cluster/support teachers will collaborate to design parent workshops and information sessions. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- The school will host Open Houses/Curriculum Conference Days
- The school will organize and host a number of events that invite parents into classrooms to provide opportunities to engage in learning with their children and to observe teaching techniques
- Workshops will be held to train parents on the use of Leaderinme.org

Strategies for attracting Highly Qualified Teachers (HQT)

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

- Administrative staff attends hiring fairs to identify and recruit highly qualified classroom teachers
- School leader collaborates with selected current school teachers to conduct group interviews of candidates
- The school secretary will work closely with the Network HR coordinator to ensure that non-HQT meet all required documentation and assessment deadlines
- Mentors are assigned to support struggling and un-qualified teachers

Service and program coordination

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

- The school has fostered partnerships with various community based and cultural organizations whose programs support students' development in leadership
 - Common Cents: Penny Harvest
 - Staten Island Foundation- grant support

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds, grant funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Professional instructional materials to support curriculum development during the regular school day
- Consumable instructional materials
- read aloud books linked to the 7 Habits will be purchased for grades
- Schedule includes common planning periods for each grade level
- Parent involvement activities

ANNUAL GOAL #4 AND ACTION PLAN

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

By June 2012, 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.

Comprehensive needs assessment

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

While recognizing the importance of supporting our school's mission and vision, and preparing our students to meet higher standards to be college and career ready the SLT determined that integration of arts and technology would be a schoolwide goal.

Actions/Strategies/Activities #1: Professional Development will include:

- Teachers will participate in professional learning sessions focused on the Blue Print for the Arts
- Classes will participate in art residences during which teachers engage in professional learning experiences with the resident artists who work with each class. Studio in a School

Target Population(s): Pre-kindergarten, Kindergarten, Grade one

Responsible Staff Members: School Leader and all Teachers

Implementation Timeline: October 2011-June 2012

Actions/Strategies/Activities #2: Arts and Technology Instruction

- The use of SMART Board technology will be incorporated into lessons consistently
- Formal observations will highlight the integration of arts and technology in the curriculum
- Students will participate in the School-wide Enrichment Model
- Events will be held to share and celebrate student progress in art and technology with parents and members of the outside community
- Laptops, desktops and netbooks will be used to supplement instruction in all classrooms
- Write grants to create opportunities for parents to engage in art instruction with their children

Target Population(s): Pre-kindergarten through grade 2

Responsible Staff Members: School Leader and all Teachers

Implementation Timeline: September 2011 – June 2012

Actions/Strategies/Activities #3: Common Planning

- Teachers will meet on common planning periods to create unit and lesson plans that incorporate arts and technology
- Teacher leaders in technology and the arts will support staff during monthly planning sessions

Target Population(s): Pre-kindergarten through grade 2

Responsible Staff Members: School Leader and all Teachers

Implementation Timeline: September 2011 – June 2012

Monitor and Revise:

December 2011: 50% 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.

March 2012: 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.

June 2012: 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.

Strategies to increase parental involvement

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

- Classroom and cluster/support teachers will collaborate to design monthly parent workshops and information sessions. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- The school will host Open Houses/Curriculum Conference Days
- The school will organize and host a number of events that invite parents into classrooms to provide opportunities to engage in learning with their children and to observe teaching techniques
- Workshops will be held to train parents on the use of ARIS Parent Link

Strategies for attracting Highly Qualified Teachers (HQT)

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

- Administrative staff attends hiring fairs to identify and recruit highly qualified classroom teachers
- School leader collaborates with selected current school teachers to conduct group interviews of candidates
- The school secretary will work closely with the Network HR coordinator to ensure that non-HQT meet all required documentation and assessment deadlines
- Mentors are assigned to support struggling and un-qualified teachers

Service and program coordination

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

- The school has fostered partnerships with various community based and cultural organizations whose programs support students' development in leadership
 - Common Cents: Penny Harvest
 - Staten Island Foundation- grant support

Budget and resources alignment

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

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Professional instructional materials to support curriculum development during the regular school day
- read aloud and big books will be purchased for grades
- Teacher coverage for professional development
- Schedule includes common planning periods for each grade level
- Hire additional team of certified teachers
- Parent involvement activities
- Payment for resident artist from Studio in a School (with grant support)
- Hire f-status art teacher

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

By June 2012, there will be a 5% increase of parent involvement in the school as evidenced by participation in 3 or more school events such as: parent workshops, teacher conferences (both conferences count as one activity), PTA, SLT etc.

Comprehensive needs assessment

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

While recognizing the importance of parent involvement in student development and the need to increase the participation from last year's 35%, the SLT determined that an increase in parent involvement would be a schoolwide goal.

Actions/Strategies/Activities #1: Parent Teams

- Establish a Parent Association/Parent Teacher Association executive board-September 2011
- Hold elections to fill parent vacancies on School Leadership Team-November 2011
- Investigate the implementation of Learning Leaders Program to the school community
- Create a parent involvement sub-committee of SLT

Target Population(s): Parents

Responsible Staff Members: School Leader and Teachers

Implementation Timeline: September 2011 – December 2011

Actions/Strategies/Activities: Communication

- All communication will be transcribed in both Spanish and English, the dominant languages of our community
- Student learning goals will be communicated to parents at Parent Teacher Conferences
- Monthly Future Leaders Family Calendars will be sent home

Target Population(s): Parents

Responsible Staff Members: School Leader, School Secretary and all Teachers

Implementation Timeline: August 2011– June 2012

Actions/Strategies/Activities: Events/Experiences

- Monthly and bimonthly events for parents and families will be hosted-Guest Reader Fridays, Families as Learning Partners, Family Fun Nights, Open Access Sessions
- Parent workshops will be conducted

Target Population(s): Parents

Responsible Staff Members: School Leader, all Teachers and Staff

Implementation Timeline: September 2011 – June 2012

Monitor and Revise:

December 2011: 17% 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.

March 2012: 28% 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.

June 2012: 40% 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.

Strategies to increase parental involvement

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

- Classroom and cluster/support teachers will collaborate to design monthly parent workshops and information sessions. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- The school will host Open Houses/Curriculum Conference Days
- The school will organize and host a number of events that invite parents into classrooms to provide opportunities to engage in learning with their children and to observe teaching techniques
- Workshops will be held to train parents on the various topics
- Support the Parent Teacher Association

Strategies for attracting Highly Qualified Teachers (HQT)

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

- Administrative staff attends hiring fairs to identify and recruit highly qualified classroom teachers
- School leader collaborates with selected current school teachers to conduct group interviews of candidates
- The school secretary will work closely with the Network HR coordinator to ensure that non-HQT meet all required documentation and assessment deadlines

Mentors are assigned to support struggling and un-qualified teachers

Service and program coordination

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

- The school has fostered partnerships with various community based and cultural organizations whose programs support students' development in leadership
 - United Federation of PTA's

- Parents as Arts Partners

Budget and resources alignment

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

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Teacher coverage for parent workshops during the school day
- Parent involvement activities
- Payment for resident artist from Studio in a School (with grant support)
- Apply for grants for parent partner experiences

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	0	0	0	0
1	42	38	N/A	N/A	3	0	1	0
2	16	16	N/A	N/A	1	0	0	0
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<p>All grade 1 & 2 students who are at risk for not meeting state standards are invited to participate in the Skills Sharpening Program during our afternoon extended day period. We also use a push in/pull out academic intervention model for grade 1 and grade 2 students. A trained pedagogue pushes into the general education classes during the literacy block to provide additional academic support in small groups and pulls small groups of students out while using the Fountas and Pinell Leveled Literacy Intervention program.</p>
Mathematics	<p>All grade 1 & 2 students who are at risk for not meeting state standards are invited to participate in the Skills Sharpening Program during our afternoon extended day period. We also use a push in academic intervention model for grade 1 and 2 students. A trained pedagogue pushes into the general education classes during the mathematics block to provide additional academic support in small groups.</p>
Science	
Social Studies	
At-risk Services provided by the Guidance Counselor	<p>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.</p>
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	

At-risk Health-related Services	
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FUTURE LEADERS ELEMENTARY SCHOOL PARENT INVOLVEMENT POLICY (PIP) 2011-2012

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family

literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a team of staff members to serve as a liaison between the school and families and provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. Attendance records for parent events and activities will be kept in the main office.
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support parents/guardians, grandparents and foster parents;

- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school monthly calendar or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Future Leaders Elementary School

SCHOOL / FAMILY COMPACT 2011-2012

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

Future Leader Elementary School Agrees	The Parent/Guardian Agrees
<p>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.</p> <p>To keep lines of communication open between teachers and families through:</p> <ul style="list-style-type: none"> • The Red Communication Folder • Student-Parent-teacher conferences at least twice annually • Reports to parents on their children's progress • Reasonable access to staff and opportunities for observation of classroom activities. • Opportunities for observation of and participation in school activities. <p>To provide families via timely information about <u>all</u> programs including: ESL instruction, Academic Intervention Services, enrichment activities, professional development, family literacy development and parental involvement.</p> <p>To provide performance profiles and individual student assessment results for each child and other pertinent individual information.</p> <p>To provide families with opportunities to learn more about curriculum through parent workshops, curriculum open houses and newsletters.</p> <p>To convene an annual meeting for Title I families to inform them of the Title I program and their right to be involved.</p> <p>To offer a flexible number of meetings at various times.</p> <p>To actively involve families in planning, reviewing and improving Title I programs and Parental Involvement Policies.</p> <p>To provide families with a Family Handbook that outlines school discipline policies.</p>	<p>To read for at least 15 to 30 minutes per day with and to Pre-kindergarten - 2nd grade students.</p> <p>To encourage pupils in grades K– 2 to read at home every night.</p> <p>To ensure your child's regular attendance at school.</p> <p>To assist and monitor daily completion of homework and reading.</p> <p>To limit the amount of time spent watching television; monitor what is being watched.</p> <p>To monitor the amount of time engaged in computer activities and video games.</p> <p>To support the school discipline code and encourage respectful behavior at all times.</p> <p>To ensure that your child gets the recommended amount of sleep (10-12 hours).</p> <p>To send students to school on time (school starts at 8:20 AM) and in a clean uniform daily, including trip days.</p> <p>To share the responsibility for improved student achievement by supporting your child during family activities, fundraisers and by attending PTA meetings. There is a school-wide goal for each family to participate in three such activities.</p> <p>To communicate with your child's teachers about their educational needs through parent meetings and the Red Communication Folder.</p> <p>To actively participate in school improvement efforts, complete the annual Learning Environment Survey and encourage other families to do so.</p> <p>To become involved in developing, implementing, evaluating, and revising the School / Family Compact.</p> <p>To participate in training provided on or off school grounds, on child rearing practices, leadership development and teaching and learning strategies.</p>

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.)

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

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

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Jose Ruiz/Debra Van Nostrand	District 31	Borough Staten Island	School Number 074
School Name Future Leaders Elementary School			

B. Language Allocation Policy Team Composition

Principal Nicole Reid-Christopher	Assistant Principal N/A
Coach N/A	Coach N/A
ESL Teacher Mrs. Sousa	Guidance Counselor
Teacher/Subject Area Marcia Sulit Bilingual teacher	Parent type here
Teacher/Subject Area Ruth Portalatin Bilingual Sped	Parent Coordinator N/A
Related Service Provider	Other type here
Network Leader Deborah Van Nostrand	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	2	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	136	Total Number of ELLs	53	ELLs as share of total student population (%)	38.97%
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Part II: ELL Identification Process

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

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

1. Upon arrival of parents for registration, the parents complete a registration packet which includes the Home Language Identification Survey(HLIS) which asks what language the child speaks, reads and writes at home. We provide much needed language support to the families that speak other languages such as reading it to them because in many cases the parents are illiterate therefore the pedagogues assist in the reading and interpreting of the HLIS form. We also have an Arabic speaking teacher that helps us with the Arabic population. The HLIS is administered in Arabic, Spanish, Polish, and Chinese which are our dominant languages in our community. Our ESL teacher (Mrs. Sousa) and bilingual teacher (Mrs. Sulit) meet 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. The informal oral interview consists of print concepts as well as questions on favorite colors, numbers and the alphabet. This oral interview is also conducted in Spanish. 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 2011-2012, we have two self-contained kindergarten general education blended model for English as a Second Language (ESL) class, one kindergarten ICT blended model, one first grade general education blended model for ESL instruction class, one ICT bilingual first grade class, one first/second grade bridge bilingual 12:1:1 class and one second grade general education using a blended ESL model. 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.

1b. The persons responsible for conducting the initial screening and administering the HLIS were Mrs. Sousa the ESL certified teacher who is fluent in Spanish. The other person is Mrs. Sulit who is a certified bilingual common branch teacher who is also fluent in Spanish. When need be we have Mrs. Hasweh who assists with our Arabic population. Mrs. Hasweh is a certified early childhood teacher who is fluent in Arabic. The LAB-R was administered by Mrs. Sousa due to the size of the school. Mrs. Sousa was responsible for testing 28 students one to one due to the size of the school.

1 c. The steps taken to ensure all ELLs receive NYSESLAT are: ATS reports are printed out (RLAT and RMNR). These reports are printed by the school secretary Mrs. Adams and placed in Mrs. Sousa's mailbox. Also, when new students arrive, the students are identified to see if they are eligible for LAB-R testing which in turn allow us to see if they will be taking the NYSESLAT. To ensure all students take the NYSESLAT we create schedules allowing the ESL teacher and classroom teachers to conduct the NYSESLAT in a

cohesive manner. The schedules are aligned to all NYSESLAT deadlines to ensure for a timely administration of the exams.

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). All of these programs are seen on a screen via a power point presentation and done together step by step with the parents. Each time we had an orientation we followed this method of outreach to the parents. Each program was thoroughly explained and we had group discussions. If the numbers for a program not available in our school increase, we will reach out to those parents to explain that their first choice is now available and we can begin the enrollment process for their child if they still wish to have their child in that program. 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. Mrs. Sousa is responsible for the entitlement letter, parent survey and program selection. First, Mrs. Sousa makes a copy of all forms in their native language, she distributes the entitlement letters only to the child's teacher to place in their red home communication folder. Copies of the letters, parent survey and selection are maintained in Mrs. Sousa's room in a ELL Compliance Binder under lock and key along with testing material. We also make a copy of all forms and they are also stapled in the child's cumulative folder in the main office.

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 program 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. All placement letter records and continued entitlement letters are also distributed, copied and filed in students cumulative folders as well as the compliance binder.

5. Due to the fact that this is our second year we only have last year's and this year's parent surveys and program selection data available. We noticed a trend in the surveys and it goes as follows: Transitional bilingual education totals to 23, ESL totals to 14 and Dual language 16.

6. Our program models are aligned with parent requests after analyzing the forms for the school year and we found that the most popular program was TBE, followed by ESL and ending with dual language. We offer the classes according to the results of the surveys therefore the students are placed in the class chosen by the parents so long we offer those classes.

Part III: ELL Demographics

A. ELL Programs

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

Page 28 1 2 3 4 5
 6 7 8 9 10 11 12

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	53	Newcomers (ELLs receiving service 0-3 years)	53	Special Education	21
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6 years)	

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

	ELLs by Subgroups									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	
TBE	23		16							23
Dual Language										0
ESL	30		4							30
Total	53	0	20	0	0	0	0	0	0	53

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		19	4											23
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	19	4	0	23									

Dual Language (ELLs/EPs) K-8																					
Number of ELLs by Grade in Each Language Group																					
	K		1		2		3		4		5		6		7		8		TOTAL		
	EL	EP																			
Spanish																			0	0	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian																			0	0	
French																			0	0	
Other																			0	0	
TOTAL	0																				

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	18	5	1											24
Chinese		1												1
Russian														0
Bengali														0
Urdu														0
Arabic	2		1											3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	1													1
Albanian														0
Other		1												1
TOTAL	21	7	2	0	30									

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. The organizational models at PS74 consists of 1) 3 General Education kindergarten classes with the ESL blended model, and 2) a bilingual first grade ICT class. The students in the general education kindergarten classes are heterogeneous and there are 10 in two kindergarten class and 1 in other. Although most of the students come from Spanish speaking homes, some come from Arabic and Polish homes as well. 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. In the first grade monolingual class we have 7 ELLs that are beginner and intermediate levels. and one self-contained special education class 12:1:1 grades 1/2 bridge. We also have 1 second grade general education class that receives ESL services via the pull-out model.

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. Native language arts is delivered through literacy periods, math and social studies periods. 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). The ESL teachers also pushes into the content area classes (science). The ESL teacher, Mrs. Sousa's schedule allows her to see the beginner kindergarten students. Kindergarten class 1: 10 kindergarteners with 5 beginners and 5 advanced ELLs, plus one beginner from class Kindergarten 3 added because he is a beginner to allow for cohesiveness with instruction. The ESL teacher pushes into the content (science) area once a week, push into the classroom four times a week, and pull out two times a week.

Kindergarten class 2: 10 students, 2 beginners and 8 advanced. Push into the classroom four times, once a week push into science and two pull outs.

First grade class 1: There are 7 ELLs, 2 intermediate and 5 beginners. The ESL teacher pushes into the science class once a week and pushes into the classroom 3 times, and pulls out 3 times a week.

Second grade class 1: Two ELLs, one beginner and one advanced pulled out with first grade in the first grade schedule. All beginner ELLs receive the mandated 360 minutes of ESL instruction and the advanced receive the mandated 180 minutes of ESL instruction.

For the TBE programs the students receive 90 minutes of Native Language Arts instruction per day and 360 minutes per week of ESL instruction. This schedule goes for both the first grade ICT and 1/2 bridge 12:1:1 bilingual class.

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 in Spanish using the Harcourt social studies program. 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 in Spanish and FOSS to teach math and science. However, FOSS is taught in English. In the bilingual program, Everyday Math is taught in Spanish

A. Programming and Scheduling Information

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). To enrich language development of ELLs in monolingual classes, teachers use visual aids, manipulatives and technology to support instruction for those students. Along with those techniques the ESL teacher assists with academic scientific language. She teaches the academic language in science using various graphic organizers, visuals, and charts.

4. ELL's are evaluated in their native language using EL Sol and Estrellitas assessment tools. Both tools assess letter identification. El Sol is used to assess students' listening comprehension, reading and writing mechanics.

5. Currently, we are only a kindergarten, first, and second 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.

6. School provides monolingual and bilingual counseling and speech therapy. Physical and occupational therapists provide mandated services. Students in monolingual classes receive ESL from the ESL teacher. Students in TBE receive ESL by the bilingual teacher. Teachers of ELLs-SWDs use various instructional strategies. Teachers will develop students reading skills and give language learners many opportunities to read and write in meaningful contexts, in their first and second languages. Teachers will draw on effective strategies for increasing literacy skills. Teachers will integrate technology to support writing instruction and motivate students to use written language to communicate as well as encourage students to develop literacy skills in their native language, then transfer these skills to learning English. The teacher will also teach using all learning modalities to reach each child. All materials will be grade appropriate in both languages.

7. We have a kindergarten ICT class as well as a bilingual ICT class. All students participate in the school-wide enrichment model in which all students participate. There are special education students, ELLs and regular education students working together in activities of choice.

Courses Taught in Languages Other than English ⓘ

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

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

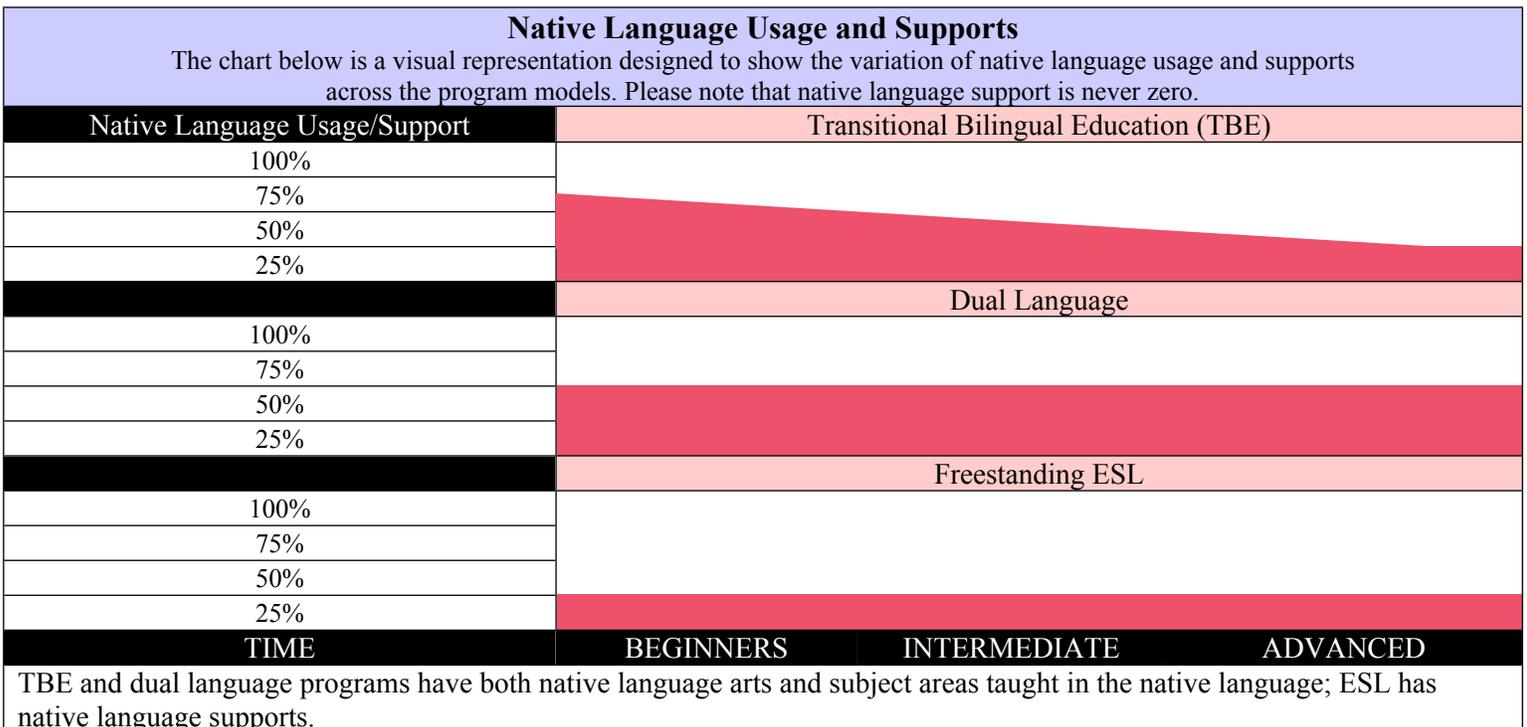
Class/Content Area	Language(s) of Instruction
Native Language Arts	0
Social Studies:	0
Math:	0

Class/Content Area	Language(s) of Instruction
0	0
0	0

Science:	0

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	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			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

8. 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. 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. For newly arrived ELL students that speak Spanish they will receive their intervention in Spanish during extended day.

9. 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.

10. 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. Title III funds will be used to implement an after-school or before school supplemental program for ELLs.

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

12. ELL students participate in extended programs as well as the School-Wide Enrichment program. 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. Every Thursday all kindergarten students work with Mr. Ron Chironna who is our teaching artist/illustrator from Studio in School. Mr. Chironna works in conjunction with all kindergaren teachers to provide support and suggestions to increase art vocabulary and techniques. During the School Wide Enrichment model students have a choice to be engaged in various activities such as cooking, crafts, authors, exercise, volleyball, gardening, technology, soccer, storytelling. movie making and illustrators. All students in the school participate in these activities.

13. All classes have access to smartboard technology and notebook computers to be used with reading and writing and content area enrichment as well as research in the classroom. 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, Studio in the school, visual arts teacher and the School-Wide Enrichment Model. We use various instructional websites to enhance the learning experience such as readinga-z, starfall, and meet the sight words. The teachers also use Smart Boards to create interactive lessons that aid with ESL instruction. We also use books on CDs to use in listening centers.

14. 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 as well. In the bilingual classrooms in 1st, and 2nd 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. We use Estrellitas to support the native language in the TBE, we also use social studies books and trade books in Spanish to teach the content areas in the TBE classrooms. Children also have guided reading and personal reading books in Spanish. The students in TBE are offered their Everyday Math books in Spanish.

15. In our second year, we will only be a kindergarten, first and second 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, first grade student and second grade student.

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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. During our first three weeks off school we had a back to school school kick off for all family members of our school community. We also had a Hispanic Heritage Family as Learning Partners morning. 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 Chinese, Arabic, and Polish. We plan to conduct our meetings in English while having translators available for the audience. Throughout 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, The St. George Library, and NY Cares. The 7 Habits of Highly Effective People held a professional development session for our parents in October. We also had Learning Leaders at our school to support the parents in becoming part of the organization.

3. During open Access Thursdays which is a time where parents have the ability to observe all teachers and children in the classroom settings. After they conduct the observations parents are invited to write feedback on the pluses and deltas surveys. The surveys are always translated into the language that the parent requests such as, Spanish, Polish, Chinese and Arabic. We evaluate the needs of parents through surveys, teacher input, informal conversations, requests, and demographic information. At the current time we do not have a parent coordinator.

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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)?

DOES NOT APPLY

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. The bilingual teacher and ESL teacher will provide professional development for teachers of ELL's. Bilingual, general and special education teachers receive professional development in the areas of literacy from TC and Leader in Me. SPEC ED teachers, related services providers and ESL teacher received training on the use of SESIS. All staff and parents receive training or information about ARIS. 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 Columbia University across the school year. This series supports instruction in Balanced Literacy through the Readers' and Writers' Workshops. Teachers also attend Calendar Days at Teachers College throughout the year. Teachers also receive training on social skills and instruction for ELLs. The school also provides

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2. We are a New School serving Pre-K - 2nd grade. We are growing to service grades Pre-K-5th 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. In addition to this we will provide teachers the opportunity to inter visit a middle school and have conversations with teachers regarding their expectations for middle school ELLs.

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 in a ELL training folder. The folders will be kept with teachers' names and copies of their professional development agendas and/or certificates.

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2. Currently, we have partnered with The 7 Habits of Highly Effective People, Learning Leaders, the Staten Island Museum, The St. George Library, and NY Cares. The 7 Habits of Highly Effective People held a professional development session for our parents in October. We also had Learning Leaders at our school to support the parents in becoming part of the organization.

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Part V: Assessment Analysis

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

Additional Information

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

Paste additional information here

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)	17	3												20
Intermediate(I)	6	2												8
Advanced (A)	3	1												4
Total	26	6	0	0	0	0	0	0	0	0	0	0	0	32

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	2	0											
	I	11	4											
	A	7	2											
	P	2	1											
READING/ WRITING	B	14	4											
	I	16	2											
	A	1	1											
	P	1	0											

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

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

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

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

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

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

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

- 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.
- The patterns demonstrated that the students lack academic language in the NYSESLAT examination. It seems as if the students scored higher on the listening and speaking as opposed to the reading and writing section. The level of proficiency for most kindergarten students in September, 2011 that were assessed using the LAB-R scored advanced.
- Using the data teachers will regroup students according to their needs to better meet the ELLs' needs. Teachers will also include much needed time into the classrooms for accountable talk, academic language and text complexity. These actions will support the ELLs as the data is the driving force for instruction.
- The patterns demonstrate an enormous similarity between the transitional bilingual program and the freestanding ESL program. In both groups the students scored higher on the listening and speaking portion of the NYSESLAT.
 - The results solidify the need for further instruction in reading and writing for ELLs. As well as regrouping for differentiation in the all classrooms.
- N/A
- We evaluate the success of programs by reviewing the data, speaking with teachers during teacher teams and using authentic assessments. We use our common prep time as well as data sharing using google, and emails to communicate our findings and next steps. We create charts to show growth and all teachers have data binders in their rooms in which they refer to on a daily basis.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Future Leaders Elementary</u>		School DBN: <u>31R074</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nicole Reid-Christopher	Principal		10/21/11
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Wanda Sousa	ESL Teacher		10/21/11
	Parent		1/1/01
Marcia Sulit	Teacher/Subject Area		10/21/11
Ruth Portalatin	Teacher/Subject Area		10/21/11
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 31r074 **School Name:** Future Leaders E. S. ~ P.S. 74

Cluster: 6 **Network:** 609

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

Part A: Needs Assessment Findings

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

At the time of enrollment we assess the written and spoken language needs of the families of incoming students. This information is gathered through the enrollment interview with the assistance of on staff and over the phone interpreters as needed. The appropriate information is entered into ATS as the child is enrolled.

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.

There is one principal languages other than English spoken in our community. The other dominant language is Spanish. These findings are communicated to the community through our PTA meetings.

Part B: Strategies and Activities

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

We utilize the services of the Dept. of Education's translation and interpretation unit to provide written translations for many major documents and notices distributed during the school year. In addition, we have in house bilingually certified staff who provide translations of written documents on an as needed basis.

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.

We have in house staff who can assist with Spanish and Arabic oral interpretation as needed. We also rely on the over the phone translations services provided by the Department of Education, if the need arises.

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>.

Department of Education provided signage is posted at the entrance to the school informing parents that translation and interpretation services will be provided on request.

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: English Language Learners will receive additional support and instruction in various ways to support students' varied learning styles and improve their performance and enhance their language development and sharpen their skills in listening, speaking, reading and writing. We will provide our ELL students with supplemental support through an afterschool program. This program will give our students additional opportunities, beyond the Skill Sharpening and ESL services they already receive during the school day. All kindergarten through grade 2 ELL students, ranging from beginner to advanced levels, will be invited to attend the afterschool program that will be designed to improve students' performance in the four modalities and prepare them for successful performance on the NYSESLAT assessment.

This afterschool program will include 24 teaching sessions that will be conducted twice per week starting Jan. 9, 2012. The program is scheduled to run until April 20, 2012. Depending on the number of participants, there will be two (ESL and bilingually certified) teachers with the addition of a content focused teacher if needed. Instruction will be in English and students will be engaged with various materials including: Mondo-Let's Talk About It, NYSESLAT preparation books, and materials to support balanced literacy.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: The professional development opportunities that are provided to our teachers will enhance student performance.

1. The principal will conduct frequent observation cycles to provide feedback for teachers.
2. Teachers will attend Estrellita/Fundations professional development to learn about effective implementation of these word work programs.
3. Teachers of English Language Learners (ESL and bilingual) have monthly common planning time to share effective strategies and techniques that they are using in their classrooms and to analyze data.
4. Teachers College staff developer will support teachers in their implementation of the literacy program

Part C: Professional Development

through frequent coaching sessions and teachers will attend Calendar Day sessions.

5. The ESL teacher attends professional development related to compliance items and hosted by the Office of English Language Learners and our Network 609 and turn keys information to the rest of the faculty.

6. The ESL teacher will train all teachers of ELLs on the structure and expectations of the NYSESLAT assessment and the use of preparation materials.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: As a newly formed elementary school with only early childhood grades at this time, we believe parental involvement is a fundamental facet to our students success. We will involve parents in the following ways to support higher achievement for ELLs:

1. Open House-Curriculum Conference event, so parents can learn more about each program and teacher, in October during the school day.

2. Various workshops facilitated by school leader and school teachers which focus on a variety of topics including: Common Core Learning Standards, Strategies that work at home, safety, etc.

3. Parents are required to meet with teachers during Student-Parent-Teacher Conferences or after to obtain students' report cards and speak with the child's teacher.

4. Parents of ELLS will be invited to participate in workshops that will be designed to deepen their understanding of how to support their children in developing their four modalities and the expectations of the NYSELAT assessment.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">• Per session• Per diem		
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		