



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** FUTURE LEADERS ELEMENTARY SCHOOL ~ P.S. 74

**DBN (i.e. 01M001):** 31R074

**Principal:** NICOLE REID-CHRISTOPHER

**Principal Email:** NREID@SCHOOLS.NYC.GOV

**Superintendent:** JESSICA JENKINS

**Network Leader:** MICHAEL DANTONA

**School Leadership Team (SLT) Signature Page**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
NICOLE REID-CHRISTOPHER	*Principal or Designee	
MATTHEW KIRWAN	*UFT Chapter Leader or Designee	
MARGARITA CLEMENTE	*PA/PTA President or Designated Co-President	
	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	
LIGIA ABREU	Member/ TEACHER	
ELIZABETH PALMIERI	Member/ PARENT	
SHARLEEN KNIGHT	Member/ PARENT	
ARACELY VICENTE	Member/ PARENT	
ROSA BATEN	Member/ PARENT	
CORINNE GAMBARDELLA	Member/ UFT	
	Member/	

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

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

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

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

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

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

## **School Receiving Title I Funds**

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

## CEP Checklist

### ***All Schools***

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

## Goal and Action Plan #1

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

### Annual Goal #1

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

By June 2014 students required to take state exams will demonstrate progress. (a) 80% of current 4<sup>th</sup> grade students will demonstrate a minimum of one year of growth as evidenced by NYS ELA and math scores. (b) At least 75% of all ELLs taking the NYSESLAT will move up one or more proficiency levels as evidenced by NYSESLAT scores.

### 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.

As we work to prepare our students for college and careers and consider the NYC Instructional Expectations 2013-2014, as well as, New York State's transition into the full implementation of the Common Core Learning Standards that our students are expected to be able to meet and exceed, the School Leadership Team has decided to set this goal focused on student progress. Spring 2013 state test scores revealed that a large percentage of the students tested in ELA and math did not meet the standards for grade 3. Of our 3<sup>rd</sup> grade students tested 5% met the standard in math, and 10% met the standard for ELA. The Progress Report documents that 82.3% of English Language Learners demonstrated progress based on NYSESLAT results.

### Instructional Strategies/Activities

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

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

1. All teachers will provide standards based instruction in literacy and mathematics through CCLS aligned curricula.
2. All teachers will participate in professional growth experiences designed to shift teaching practices.
3. School leader will hire a dually certified ESL teacher to work with students on testing grades.
4. School leader will create a schedule that supports common planning time.
5. All teachers will use common assessments that are aligned to the curricula.
6. An academic intervention plan will be developed to support 4<sup>th</sup> grade students during the day, and skills sharpening.
7. A Success Academy for grade 4 will be implemented.

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

1. All teachers and teams of teachers, school leader, content coaches
2. All teachers and teams of teachers, school leader, content coaches
3. School leader, teacher members of hiring committee
4. School leader
5. All teachers and teams of teachers, school leader, content coaches
6. 4<sup>th</sup> grade teachers, coaches, school leader, SETSS teacher
7. 4<sup>th</sup> grade teachers, coaches, school leader, teachers assigned to work the program per session

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

1. School leader will conduct formal and informal observation cycles throughout the school year to monitor curricula and teaching practices and provide meaningful feedback. Coaches will observe and provide support to teachers.
2. School leader will conduct formal and informal observation cycles throughout the school year to monitor curricula and teaching practices and provide meaningful feedback.
3. ESL team will participate in a progress check meeting with school leader in December 2013 and May 2014 to review students' data and

monitor language proficiency progress.

4. Schedule will be monitored and adjusted on an as need basis.
5. Assessment data will be collected a minimum of five times throughout the school year. Benchmark periods include Sept/Oct., Jan/Feb, and May/Jun. Progress monitoring periods include November and March.
6. Assessment data will be collected a minimum of five times throughout the school year. Benchmark periods include Sept/Oct., Jan/Feb, and May/Jun. Progress monitoring periods include November and March.
7. Assessment data will be collected a minimum of five times throughout the school year. Benchmark periods include Sept/Oct., Jan/Feb, and May/Jun. Progress monitoring periods include November and March.

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

1. August 2013-June 2014
2. August 2013- June 2014
3. July-August 2013
4. September 2013-June 2014
5. September 2013-June 2014
6. November 2013-May 2014
7. November 2013- April 2014

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

1. Opt in to NYC approved CCLS aligned core curricula choices in April 2013; ReadyGen and Go Math programs. Teachers instruct in alignment with blocks of time allotted for literacy and math instruction in a school day. School leader completes observations according to observation option selections.
2. Professional development opportunities for teachers are planned and began in September with a pre-service series. Faculty conferences, grade meetings and teacher team meetings are all designed to support continued professional discourse and learning. A professional development plan of action has been developed by the school leader. Network 609 provides professional development. Teachers, paraprofessionals, and the school leader participate in professional development throughout the school year.
3. A teacher dually certified in ESL and general education was hired and teaches ESL to students in grades 3 and 4, she also provides cluster support to classroom teachers.
4. Each grade level teacher team has a minimum of one common preparation period per week.
5. Assessments in use: Go Math, ReadyGen post assessments, FOSS Science, Fitness Gram, in house created, ReadyGen module pre assessments, DRA
6. Coaches and SETSS teacher will push in/pull out students to engage in skills development. Skills Sharpening (Extended Day) is organized with students in small groups focusing on developing grade 3 skills, alternating between literacy and math weekly.
7. 4<sup>th</sup> grade Success Academy is an intervention program designed to support students in their acquisition of missing 3<sup>rd</sup> grade skills to support their attainment of 4<sup>th</sup> grade skills.

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. 2013-June 2014 in order to achieve this goal as indicated below:

- Professional instructional materials to support curriculum development during the regular school day
- Consumable instructional materials for use during extended day programs

- Read aloud, leveled books and big books will be purchased for grades
- Book cases, meeting area rugs and tables for small group instruction purchased as needed
- Per diem teacher coverage for professional development and planning
- Full time Literacy and Math Coaches
- Schedule includes common planning periods for each grade level and across subjects
- Schedule visitations with colleagues within the FLES learning community and partner schools
- Hire additional team of certified teachers
- Parent involvement activities

**Strategies to Increase Parental Involvement**

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

- 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, and host a number of events to invite parents into the classroom in order to engage in learning with their children and observe teaching techniques.
- Training will be provided to support parental use of the ARIS Parent Link.

**Budget and Resource Alignment**

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

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

**Goal and Action Plan #2**

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

**Annual Goal #2**

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

By June 2014 student attendance rates will average at least 91% for the school year and at least 20% of the families will participate in school events, as evidenced by ATS reports for students and parent sign in sheets.

**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.

2012-2013 Progress Report indicates that the average attendance rate for the year was 90.1%. The SLT agrees that we must focus on improving student attendance along with family participation in engagement activities.

**Instructional Strategies/Activities**

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

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

1. The attendance monitoring team will meet weekly to monitor student attendance trends.
2. Attendance incentives will be implemented.
3. The purchase and use of Global Connect Service.
4. Classes with 100% attendance are recognized during morning announcements and are given principal commendation cards.

5. Host an annual parent fair during which parents have the choice to engage in educational workshops.
6. Facilitate monthly workshops with varying foci.
<b>2. Key personnel and other resources used to implement each strategy/activity</b>
3. School secretary, attendance teacher, guidance counselor
4. School secretary, attendance teacher, guidance counselor, school aides, parent coordinator
5. School secretary, school aides, parent coordinator
6. School aides, student announcers, announcement coordinator, school secretary
7. School Leadership Team, parent coordinator, teachers
8. School leader, coaches, teachers, PTA, Parent Coordinator
<b>9. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1. Weekly ATS reports, attendance and minutes from meetings
2. Weekly ATS reports, attendance and minutes from meetings
3. Global Connect PO, Global Connect Website
4. Weekly ATS reports, Monthly reports, morning announcer protocol
5. SLT meeting agendas and minutes, Parent Fair flyers and sign in sheets
6. Parent workshop flyers, agendas, sign in sheets, planning notes
<b>10. Timeline for implementation and completion including start and end dates</b>
1. September 2013-June 2014
2. September 2013-June 2014
3. May 2013- June 2014
4. September 2013-June 2014
5. December 2013-January 2014 Date 1/11/14
6. September 2013-June 2014
<b>11. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. ATS reports are generated weekly and monitored by the attendance teacher. Phone calls and home visits are made.
2. Students with high rates of and perfect attendance will be recognized with rewards and certificates.
3. The Global Connect service will be used to alert parents with a phone call when their child is absent or late. The service also allows us to circulate mass calling messages to notify parents of upcoming events.
4. The morning announcer will be guided in the public announcement of classes with 100% attendance.
5. The SLT will plan and facilitate the 3 <sup>rd</sup> annual Parent Fair event in January 2014.
6. The parent coordinator will collaborate with school faculty and the PTA to organize a minimum of one parent workshop per month.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
<ul style="list-style-type: none"> <li>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.</li> <li>The school will host Open Houses/Curriculum Conference Days, and host a number of events to invite parents into the classroom in order to engage in learning with their children and observe teaching techniques.</li> <li>Training will be provided to support parental use of the ARIS Parent Link.</li> </ul>

**Budget and Resource Alignment**

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

### **Goal and Action Plan #3**

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

#### **Annual Goal #3**

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

By June 2014, 100% our faculty and staff will incorporate the Leader in Me program and leadership theme into the curriculum and daily experience as evidenced by the language, lessons and activities. In addition, we will engage at least 20% of families in Leader in Me workshops and activities.

#### **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.

The SLT has determined that the continued support and development of the Leader in Me program and parental exposure would be a school wide goal to further develop the theme of leadership within our school culture.

#### **Instructional Strategies/Activities**

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

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

1. Host an annual parent fair
2. Host a Leadership Day
3. Hosted 7 Habits training series for 18 new and untrained staff members
4. Invited PTA members to 7 Habits series training
5. Teacher's guides and classroom materials will be provided for the Leader in Me program
6. A web license to access LeaderinMe.org will be purchased for teachers, students, and parents to use
7. 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.
8. The Lighthouse Team will focus on maintaining the culture of leadership within the school building and will meet monthly.
9. Parent guides will be sent home to families and theLeaderinMe.org website will be shared with parents.
10. Lighthouse Team will organize and facilitate at least two parent workshops

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

3. Lighthouse Team
4. Lighthouse Team
5. Content Coaches
6. Content Coaches
7. School Leader and school secretary
8. School Leader and school secretary
9. School Leader
10. Lighthouse Team
11. Lighthouse Team
12. Lighthouse Team

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

1. Lighthouse team will plan annual parent fair at monthly meetings.
2. Lighthouse team will work with upper grade teachers and student to start a student leadership team. Leadership will be liaisons for the First Annual Leadership Day.
3. Participants will be trained in the 7 habits and be introduced to the PS 74 leadership expectations.
4. Members of the PTA will be trained in the 7 Habits and begin the process of integrating leadership language in their family lives.

5. Leadership resources will be instrumental in helping teachers integrate the 7 Habits of Highly effective people.
6. Leadership interactive web resources will be a help teachers integrate the 7 Habits of Highly effective people.
7. The PS 74 instructional staff will establish leadership roles and that will guide practices at PS 74.
8. Monthly leadership meetings will identify goals of team, next steps and ways to engage staff in integration of leadership in daily lessons.
9. Parent involvement in leadership events will be increased through the distribution of 7 Habits information to all members of the PS 74 community.
10. Lighthouse team will plan parent workshops at monthly meetings.

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

1. December 2013- May 2014
2. December 2013- May 2014
3. August 2013- November 2013
4. August 2013- November 2013
5. September 2013- June 2014
6. September 2013- June 2014
7. September 2013- June 2014
8. September 2013- June 2014
9. September 2013- June 2014
10. September 2013- June 2014

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

1. Lighthouse Team comprised of 5 members from the faculty and staff that meet once a month at the per session rate.
2. Lighthouse Team comprised of 5 members from the faculty and staff that meet once a month at the per session rate.
3. Lighthouse Team comprised of 5 members from the faculty and staff that meet once a month at the per session rate.
4. Lighthouse Team comprised of 5 members from the faculty and staff that meet once a month at the per session rate.
5. Lighthouse Team comprised of 5 members from the faculty and staff that meet once a month at the per session rate.
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8. Lighthouse Team comprised of 5 members from the faculty and staff that meet once a month at the per session rate.
9. Lighthouse Team comprised of 5 members from the faculty and staff that meet once a month at the per session rate.
10. Lighthouse Team comprised of 5 members from the faculty and staff that meet once a month at the per session rate.

**Strategies to Increase Parental Involvement**

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

Parent involvement will be increased through continued opportunities for engagement at the school. Through workshops, information sessions, interactive resources and leadership events parents will have access and input regarding this goal.

**Budget and Resource Alignment**

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

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

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

By June 2014, all students K-4 will have had multiple experiences with art and technology integration in the units of study, 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.

### ***Instructional Strategies/Activities***

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

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

1. Purchase a Smartboard and necessary hardware for room 303 to be prepared for its use as homeroom classroom space in 2014-2015.
2. Engage a team of teachers in professional learning experiences that will result in digital certification by Tequipment Company.
3. Apply for Cultural Afterschool Adventures funding from City Councilmember Debi Rose
4. Continue partnership with Studio in a School- First Grade Program
5. Pilot a lunch time chorus club.
6. Use grant funds to purchase laptops to be used by 3<sup>rd</sup> and 4<sup>th</sup> grade students.
7. Purchase Ipad minis for teacher use.
8. Write grant for Parents As Arts Partners

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

1. School Leader and School Secretary
2. School Leader, Coaches, Classroom Teachers
3. School Leader, Parent Coordinator
4. School Leader, Studio Artist, First Grade Classroom Teachers
5. School Leader, Cluster Teacher
6. School Leader, School Secretary
7. School Leader, School Secretary, Classroom Teachers, Cluster Teachers, Support Staff, Content Coaches
8. Cluster Teacher

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

4. Smartboard and necessary hardware for room 303 will be purchased by March 2014.
5. Technology certification training will be provided for a group of teachers in order to utilize the Smartboards in multiple ways in classrooms
6. Over the summer 2013, the school leader will apply for Cultural Afterschool Adventures funding. During the month of September, the school leader will form a partnership with the Staten Island Children's museum. Beginning in February, two cycles of Dance programs will begin, culminating in two Dance Fetes.
7. School leader will renew partnership with SIAS to begin in October 2013. Resident Artist will introduce first grade students to multiple art mediums.
8. Cluster teacher will form a lunchtime chorus group during the second lunch period, leading to performances during the school year.
9. School leader and school secretary will use grant funds to purchase laptops to be used in classrooms by December 2014.
10. Over the summer 2013, School Leader and School Secretary will purchase 25 iPads to be used in classrooms by classroom teachers, support staff, cluster teachers, content coaches.
11. Cluster teacher will write the grant for Parents as Art Partners. The Parents as Art Partners workshops will begin in January.

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

1. March 2014- July 2014
2. October 2013
3. August 2013- May 2014
4. October 2013- April 2014
5. October 2013- June 2014
6. October 2013- December 2013
7. July 2013- September 2013
8. September 2013- May 2013

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

1. School leader will use technology funds to purchase a smartboard for room 303

2. School leader has invested in Smart board training for Support Staff (2 ESL Teachers, 1 SETTS Teacher, 2 Content Coaches) and 4 classroom teachers.
3. School leader has formed a partnership with Staten Island Children’s museum to introduce 100 school children to Zumba and African Dance using funding from Cultural Afterschool Adventures.
4. First grade teachers will work with Resident Artist to expose students to various art mediums. Funding will provided by grant. Supplemented by school funds (\$3,000)
5. Cluster Teacher will use one period a week to lead a chorus group comprised of 3<sup>rd</sup> and 4<sup>th</sup> grade students.
6. School Leader and school secretary will purchase computers using grant funds. These computers are allocated for our fourth grade students.
7. All 16 classroom teachers, 2 ESL teachers, 1 SETTS teacher, 2 Content Coaches , 3 Cluster teachers, 1 Guidance Counselor, have obtained iPads for classroom use. These iPads were purchased with technology funds.
8. Cluster teacher will be provided with time during the school day to renew the grant for Parents as Arts Partners. Complete funding will be provided by the grant. This grant will involve two cycles of 25 families each.

**Strategies to Increase Parental Involvement**

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

- Hold a parent fair that exposes family to SIAS work with Resident Studio Artist.
- Parents will be invited to all events in which chorus performs.
- SmartBoards and iPads are used during parent meetings to disseminate information.
- Parents will work with their children during Parents as Art Partner Meetings

**Budget and Resource Alignment**

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

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

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

By June 2014, across all subject areas 100% of teachers will fully implement the CCLS using core curricula options as evidenced by lesson/unit plans, student work, 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.

**As we work to prepare our students for college and careers and consider the NYC Instructional Expectations 2013-2014, as well as, New York State’s transition into the full implementation of the Common Core Learning Standards that our students are expected to be able to meet and exceed. We have opted into the chosen Common Core curricula, Ready Gen and Go Math. Inquiry cycles are focused on surfacing gaps in achievement through a focus on target groups.**

**Instructional Strategies/Activities**

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

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

1. Teachers participate in professional development sessions for new curricula
2. Form teams of teachers to attend citywide PD on new curricula
3. Use SBO teacher team time and common planning to adapt and refine units of study
4. Teachers will attend in house PD and planning sessions to collaborate for upcoming units

5. Content teams turnkey curricula information during common planning.
6. Teachers use SBO time to surface the gaps in student performance through the use of content based inquiry cycles.

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

1. All teachers, content coaches and school leader
2. All teachers, content coaches and school leader
3. All teachers, content coaches and school leader
4. All teachers and content coaches
5. All teachers and content coaches
6. All teachers, content coaches and school leader

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

4. Teachers that elected to attend summer PD opportunities formed content teams. These teams continue the series of professional development sessions that are offered. They are responsible for turn keying all information to their team
5. Teachers that elected to attend summer PD opportunities formed content teams. These teams continue the series of professional development sessions that are offered. They are responsible for turn keying all information to their team.
6. Content coaches create pacing calendar for the year. Teachers are editing pacing calendars based on student performance and data.
7. In house professional development opportunities are created by the content coaches based on teachers input and reflection.
8. Teachers make copies of resources from meetings for team members and share any pertinent information with their grade team members. All meeting are documented.
9. School leader creates template for recording inquiry cycle work.

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

1. August 2013- June 2014
2. August 2013- June 2014
3. August 2013- June 2014
4. August 2013- June 2014
5. August 2013- June 2014
6. August 2013- June 2014

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

1. Content teams are comprised of 10-13 teachers that attended summer Professional Development at the per session rate. These teachers will attend PD during the school year subsidizing by the Department of Education.
2. Content teams are comprised of 10-13 teachers that attended summer Professional Development at the per session rate. These teachers will attend PD during the school year subsidizing by the Department of Education
3. Pacing calendars are given to all classroom teachers. They bring their pacing calendars to all content meeting.
4. Daily interactions and coaching sessions inform targets for teacher development.
5. Content teams are comprised of 10-13 teachers that attended summer Professional Development at the per session rate. These teachers will attend PD during the school year subsidizing by the Department of Education.
6. Inquiry cycle form is fed to google spreadsheet which informs school leader of instructional decisions and next steps.

**Strategies to Increase Parental Involvement**

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

Content coaches, ESL teacher, and SETTS teacher will develop a series of common core workshops in English and Spanish. These workshops are designed to inform and engage parents in their child's education.

**Budget and Resource Alignment**

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

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

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### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	1. Skills Sharpening program 2. AIS- Push in/Pull out reading groups using Leveled Literacy Intervention 3. 3 <sup>rd</sup> and 4 <sup>th</sup> grade After School Success Academy 4. Title III program for LEP students	1. Small group 2. Small group 3. Small group 4. Small group	1. Extended Day 2. During the school day 3. After school 3. After school
<b>Mathematics</b>	1. Skills Sharpening program during extended day time 2. AIS- Push in/Pull out using reteach materials 3. After School Success Academy 4. Math centers	1. Small group 2. Small group 3. Small group 4. individual or small group	1. Extended Day 2. During the school day 3. After school 4. During the school day
<b>Science</b>	NA	N/A	N/A
<b>Social Studies</b>	NA	N/A	N/A
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Small group counseling Peer mediation Crisis Intervention	1. Small group 2. Small group 3. Small group	During the day

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
To ensure that hired teachers are highly qualified Future Leaders Elementary School employs the following strategies: 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 new, struggling and/or un-qualified teachers

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Professional development includes: <ul style="list-style-type: none"> <li>• Month grade meetings</li> <li>• Monthly planning/PD sessions with coaches</li> <li>• Content coaches hired this year to support the work around the integration of the CCLS</li> <li>• Participation in network provided PD opportunities</li> <li>• Use of professional development action plan</li> <li>• Teacher and paraprofessional teams engage in structured professional collaborations using inquiry approach focused on improving student learning</li> </ul>

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
All funds are used to support our full community. STH are able to come into school at 7:45am for breakfast and early morning enrichment. They are supplied with uniforms and school supplies as needed. Families also receive support from the pupil accounting secretary and the parent coordinator.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
<ul style="list-style-type: none"> <li>• Curricula is CCLS aligned</li> <li>• Social worker supports with parent workshops and aligning students with early interventions</li> <li>• Kindergarten open houses are hosted before the kindergarten application process begins</li> <li>• Kindergarten new student orientation meetings are hosted in spring</li> </ul>

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
A Measures of Student Learning committee was formed in June 2013. This team collaborated to identify what the multiple assessments measures would be for the school community.

**TA Schools Only**

**Use of Program Resources**

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

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

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

## **FUTURE LEADERS ELEMENTARY SCHOOL PARENT INVOLVEMENT POLICY (PIP) 2013-2014**

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 multiple opportunities for school staff to facilitate events that celebrate and highlight the cultural diversity of our school families 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, 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; 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their students' academic skill needs and what parents can do to help;

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

- holding an annual Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week 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 and/or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for 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 the languages that parents can understand

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

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

## **III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

### A. School Information

District <b>31</b>	Borough <b>Staten Island</b>	School Number <b>074</b>
School Name <b>Future Leaders Elementary School</b>		

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

Principal <b>Nicole Reid-Christopher</b>	Assistant Principal <b>N/A</b>
Coach <b>Literacy-Isabel Simmons</b>	Coach <b>Math-Hanin Hasweh</b>
ESL Teacher <b>Christine Hanrahan Wanda Sousa</b>	Guidance Counselor <b>Vanessa Clarke</b>
Teacher/Subject Area <b>Special Ed-Ruth Portalatin</b>	Parent <b>N/A</b>
Teacher/Subject Area <b>N/A</b>	Parent Coordinator <b>Evelyn Rodriguez</b>
Related Service Provider <b>Social Worker-Melissa Sugarman</b>	Other <b>N/A</b>
Network Leader(Only if working with the LAP team) <b>N/A</b>	Other <b>N/A</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>3</b>	Number of teachers who hold both content area and ESL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>1</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>2</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>296</b>	Total number of ELLs	<b>77</b>	ELLs as share of total student population (%)	<b>26.01%</b>
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## Part II: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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#### 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 checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	77	Newcomers (ELLs receiving service 0-3 years)	76	ELL Students with Disabilities	29
SIFE		ELLs receiving service 4-6 years	1	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 SWD. [?](#)

<b>ELLs by Subgroups</b>
--------------------------

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	11									11
Dual Language										0
ESL	65			1						66
Total	76	0	0	1	0	0	0	0	0	77

Number of ELLs who have an alternate placement paraprofessional: 3

### 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				7	5									12
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>5</b>	<b>0</b>	<b>12</b>							

\*EP=English proficient student

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	11	19	17	17	6									70
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic		1	1	1	1									4
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian			1											1
Other	2													2
<b>TOTAL</b>	13	20	19	18	7	0	0	0	0	0	0	0	0	77

## Part III: Assessment Analysis

**Assessment Breakdown**

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

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

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	11	9	6	3										29
Advanced (A)	9	7	11	0										27
Total	22	17	18	5	0	0	0	0	0	0	0	0	0	62

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

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

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

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

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
To assess early literacy skills in English of our ELLs on a school-wide level, we use Developmental Reading Assessment (DRA) starting in September and assess student growth over three cycles until May. Two additional progress check points are administered. Our schools instructional plan outlines what our children need to master in literacy by the end of the school year. All of the assessment systems we utilize will inform us on the progress our students are making to meet these goals.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Based on the 2013 NYSESLAT scores, only six students proficiency levels did not increase. Majority of the students scored higher on the listening and speaking as opposed to the reading and writing section. The majority of the new admits scored beginner on the LAB-R.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
The NYSESLAT scores help determine which instructional standards to focus on, and to evaluate their programs. Using the data teachers will create subgroups according to their modality analysis. 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.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
  - a. The patterns across proficiencies and grades are that most students scored intermediate and advanced on the 2013 NYSESLAT. Most students that scored beginner on the English LAB-R, also scored beginner on the Spanish LAB-R. Similarly, most students that scored advanced and proficient on the English LAB-R scored about the same on the Spanish LAB-R.
  - b. We are awaiting the results of the ELL periodic assessments. Based on the results, we will plan lessons that are targeted towards the results of the data. In addition, we will consider students to include in an after-school ESL program.
  - c. We are waiting for the ELL periodic assessment scores. As of now, we use a variety of resources such as cognates.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
Both classroom teachers and ESL providers, provide RtI Tier II Intervention through strategy and guided groups. The guided groups are based on DRA reading level data. Strategy groups are formed based on formative assessments in all subject areas and after mini lessons based on evidence of understanding. In addition, strategy groups are decided upon based on NYSESLAT modalities.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Teachers use many strategies to tap in to their background knowledge and consider their native language. One way is that the teachers consider the scores on the Spanish LAB-R. Students with higher Spanish LAB-R scores are partnered with other students with similar scores. They are encouraged to speak in their native language to assist each other on the tasks (peer tutoring). In addition, teachers incorporate cognates into the lessons to tap into the students prior knowledge. Students are encouraged to use Spanish/English dictionaries. Furthermore, students are encouraged to read books in their native language in school and at home.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
The success of ELLs is measured in many ways. We track their growth on the Developmental Reading Assessment that is administered five times throughout the year. Also, we monitor their progress through conference notes. In addition, we analyze their LAB-R and NYSESLAT scores each year. In the upper grades, we track their baseline assessment scores.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).) During kindergarten registration, parents complete a registration packet which includes the Home Language Identification Survey (HLIS). Our ESL teachers Mrs. Sousa, a bilingual ESL teacher and Ms. Hanrahan, an ESL teacher are available to assist. 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 to check for basic skills. Then, parents are invited to a parent orientation session where they are shown a video describing the various programs that are available to English Language Learners (ELLs). At this time parents ask questions and make an informed decision as to which program they would like their child to attend. Also, at this time parents complete the Parent Survey and the Parent Selection Form, with the assistance from the teachers. The forms are enlarged on the Smart Board and completed together. Mrs. Sousa assists the parents that do not understand English.
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.  
After students are identified as English Language Learners by the LAB-R, within ten days the parents are invited to attend a parent orientation. At this time, Mrs. Sousa and Ms. Hanrahan explain why they have been invited to the orientation. Then, the parents are shown a video in which Transitional Bilingual, Dual Language and Freestanding ESL are explained in their native language. Following the video the parents have time to ask questions about their options. Then the Parent Survey and Program Selection is enlarged on the Smart Board. The ESL teachers assist the parents in completing each question through an enlarged document. ESL teachers continue calling parents for additional orientations until all forms have been completed. All forms are stored in the compliance binder behind a locked door in the ESL room.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
The parents complete the Parent Survey and Program Selection form during the parent orientation. The papers are collected and copied. The original copy is placed in the student's cumulative file attached to their Home Language Survey. The copies are stored in a compliance binder in a locked closet in room 301. Entitlement letters are distributed by the ESL teachers to the classrooms so the students can bring them home. Copies of the Entitlement letters are placed in the compliance binder.
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.  
After the parent(s) select the program at the parent orientation, the ESL teachers explain their placement and the services that will be provided. Most of the parents speak Spanish, so Mrs. Sousa translates as necessary.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
The NYSESLAT is administered to ELLs during the designated time frame. The ESL teachers work with the assistance of the Special Ed Coordinator, ELA and Math coach to ensure that all subtests are administered according to the NYSED's instructions and regulations.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If

no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Years	Transitional Bilingual Education	English As A Second Language	Dual Language
2010-2011	15	7	0
2011-2012	3	4	15
2012-2013	14	10	5
2013-2014	3	16	0

After reviewing the data, parents have chosen various programs throughout the years as their first choice. This year the majority of parents selected English as a Second Language as their first choice. A checklist is kept in the Compliance Binder to accurately track the parents' choices. All parents, regardless of language, who prefer the bilingual program are also clearly informed about their right to send their child to a bilingual program at another school if available. At this time, no parent has chosen to send his/her child to a school that offers an alternate bilingual program. The ESL teachers check admission and discharge reports weekly to ensure that ELLs who started out at another school receive prompt ESL service at arrival at our school.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
    - a. The ESL organizational model consists of push-in and pull-out, for grades K-4. We have a 12:1 special ed bilingual class for grades 3/4.
    - b. Our program models consist of heterogenous classes. When pulling out students, their proficiency level is taken into account to create subgroups.
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)?

Our ESL and Bilingual teachers are all certified to teach English as a Second Language. The ESL teachers create a schedule based on the mandated hours of service required for the proficiency levels. Both Ms. Hanrahan and Mrs. Sousa provide push-in and pull-out services, pushing in 4 periods provides service to students with Advanced proficiency levels, and pulling out 3 times continues the mandated minutes for all Intermediates and Beginners. Mrs. Sousa works with grades K-1, and Ms. Hanrahan works with 2-4. Mrs. Abreu, the certified bilingual teacher in the transitional bilingual classroom, provides the native language arts mandate. This bilingual meets the NLA mandate by receiving 70% in their native language and 30% in English. Then, in addition Ms. Hanrahan provides one period of ESL services to the third grade students and two periods of ESL services to the fourth grade students. Also, Ms. Hanrahan teaches social studies two times per week using ESL methodologies.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Within the ESL program, both Ms. Hanrahan and Mrs. Sousa create lessons based on the Common Core State Standards that align with the units of instruction in science and social studies. Both within the ESL and transitional bilingual programs as well as throughout our classrooms, content is made understandable through many strategies. Some of the strategies we use are visuals, cognates, gesturing, differentiated groups and technology (videos, etc.). In all classrooms content specific, vocabulary and site word walls are evident. In addition, juicy sentences are used to scaffold complex Ready Gen texts for the English Language Learners in the upper grades.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

Students in some classrooms are evaluated using Spanish Go Math assessments. Also, some classroom teachers and the ESL providers encourage the students to speak, read and write in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

ELLs are evaluated with a variety of assessments in all four modalities. They are assessed using the LAB-R when they enter the public school system. Then, every year they are assessed using the NYSESLAT and English Language Learners baseline assessment. These assessments are used to drive instruction and form differentiated groups in the beginning of the year. Then, the students are further assessed with a variety of formal and informal assessments throughout the year. Some examples are one on one conferencing, DRA, Go Math pre-assessment/ midchapter/post assessments, New York State ELA/math exam, baseline science/math/ELA, and final writing products.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. N/A

b. Newcomers are provided with many scaffolds to help them work towards meeting the Common Core State Standards. For example, peer tutoring is extremely resourceful. During all subjects at different times, students are partnered with each other based on their language needs. For writing, students are provided with a variety of graphic organizers and sentence frames. To encourage clearer sentence structure students are provided with speaking prompts. Also, students are encouraged to read, write and speak in their native

language to continue to build upon their skills and as a way to assess their knowledge.

c. ELLs that have been here for 4-6 years are being provided with many scaffolds to supplement the Common Core State Standards based lessons. Some examples are cognates in all subject areas. In addition, a variety of vocabulary building strategies are used such as juicy sentences and visuals. Furthermore, strategies taught in literacy are reinforced through guided reading.

d. N/A

e. Our former ELLs are in placed in classrooms with current ELLs. If necessary, when pushing in the ESL teachers provide ELLs and former ELLs differentiated instruction in small groups. The testing coordinator, Ms. Hasweh, is aware of the testing accommodations for ELLs two years after passing the NYSESLAT.

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

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 instruct using all learning modalities to reach each child. All materials will be grade appropriate in both languages.

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

Decisions for SWD-ELLs are carefully attained through the IEP team and the ESL teachers. Instruction is modified to meet their learning styles in order to achieve their goals. SWD-ELLs are then placed in the least restrictive academic setting which allows them to best achieve their goals.

**Courses Taught in Languages Other than English ⓘ**

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

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

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

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

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

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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 assessments. The third tier of intervention will be provided outside of the regular class time. 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.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

We are currently using Ready Gen. Ready Gen does allow more time for team talk. ELLs need more time to discuss what they are thinking before they begin writing. There are ELL strategies in the Ready Gen scaffolding handbook that help support the needs of the ELLs. It includes cognates, vocabulary building strategies and graphic organizers.

11. What new programs or improvements will be considered for the upcoming school year?

We will be aligning and modifying our ESL instruction to meet the demands of the Common Core State Standards, the NYSESLAT and include additional UDL strategies. We are focusing on balancing informational and literary text, building knowledge in the disciplines, the staircase of complexity, text based answers, writing from sources and academic language. We will also be making changes to our after school Title III program. Starting January we will be starting our test prep classes in which students will receive more intense focused instruction on the upcoming ELA, Math and NYSESLAT test. We will be offering a Saturday program for Kindergarten.

12. What programs/services for ELLs will be discontinued and why?

We will not be discontinuing any services.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are a part of extended day. Also, they are a part of our RTI program. In addition, they will be attending after school programs to build their listening, speaking, reading and writing skills.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Every classroom is equipped with a Smart Board. Some of the classrooms in the upper grades have laptops that students can use. Other instructional materials are FOSS, Ready Gen, Studio in the School, School-Wide Enrichment Model, Houghton Mifflin Harcourt Social Studies and Go Math. Go Math has many interactive lessons available for the students use on the computers/Smart Board. In addition, the Houghton Mifflin Harcourt Social Studies has interactive resources available on the computer.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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 their language as well. In the bilingual classroom 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.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

All of the instructional materials we use and the instructional approaches we follow are appropriate for the developmental stages of a kindergarten through fourth grade students. Currently, we don't have any fifth grade classes. We modify or scaffold the resources available to meet the different needs of the students in the classroom.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

We hosted a Back To School Fair to inform parents of learning opportunities in the community. The ESL teachers will hold parent workshops.

18. What language electives are offered to ELLs?

We do not offer any language electives.

19. For schools with dual language programs:

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

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

N/A

### C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. 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, social studies and science. Through participation on Inquiry Teams and Teacher Teams, teachers will participate in action research and book studies to enhance their professional expertise. They will also build their capacity in their understanding of NYS Common Core State Standards by participating in school professional development sessions focused on CCSS. In addition, the two licensed ESL teachers attend professional developments at the UFT building and other outside meetings.

2. The ESL teachers attend meetings through CFN609. They will turnkey to the other teachers to support their ELLs.

3. Teachers will be reflecting on ways to increase student independence in and out of the classroom. In order to prepare students teachers align all lessons with the Common Core State Standards. This information will be used as a guide to and support students emotionally, socially and academically. In addition, we will provide teachers the opportunity to intervisit a middle school and have conversations with teachers regarding their expectations for middle school ELLs.

4. 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.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  1. This year a bilingual parent coordinator, Evelyn Rodriguez, joined our FLES family. She helped to coordinate “Back to School Family Day”. At “Back to School Family Day” there were many community based organizations present. Also, Ms. Rodriguez hosted “Bring Your Father To Work Day”. During this event she invited a speaker that spoke to the community in Spanish and English. Also, FLES celebrated Hispanic Heritage Month with an assembly. During this assembly we highlighted many countries. The assembly was presented in both Spanish and English. In addition, FLES hosts events after school such as literacy and math night. During these events Ms. Rodriguez and bilingual teachers volunteered to help host and translate. Furthermore, in November FLES hosted a book fair during parent-teacher conference week. At the book fair Spanish and English books were available for purchase. Also, Spanish speaking parents have joined the FLES parent teacher association and school leadership team. In addition, FLES is based on the 7 Habits by Stephen Covey. This year some of our new staff members and two bilingual parents attended an intense three day course on the 7 Habits.
  2. Currently FLES has partnered with the 7 Habits of Highly Effective People and New York Cares.
  3. We evaluate the needs of the parents through surveys, teacher input, informal conversations, requests and demographic information.
  4. Our parental involvement activities address the needs of parents because they are directly related to their child's success in school. The activities we plan serve to inform parents about their child's academic and social curriculum and how they can best support their child's learning. Our activities are also reflective of any parenting or adult education needs that parents express throughout the year.

## E. Additional Information

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

In order to further support the ELLs, all ELLs will attend an after school program using Title III funds. The licensed ESL teachers, Ms. Hanrahan and Mrs. Sousa, will be part of the team of teachers providing services. Ms. Hanrahan and Mrs. Sousa are going to hold a parent meeting and send out letters to the parents in December to inform them about this opportunity. The ELL program will begin in January for the students. It will be held from 3:45-5:00 on Tuesdays and Wednesdays for first through fourth grade students. In addition, FLES will offer Saturday classes for kindergarten ELLs.

Furthermore, this year FLES hired a second dual certified ESL teacher, Ms. Hanrahan, to meet the growing needs of the school. In addition to providing services to the ESL students, Ms. Hanrahan provides extra services to the transitional bilingual classroom.

## Part VI: LAP Assurances

**School Name:** \_\_\_\_\_

**School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/15/13
	Assistant Principal		11/15/13
	Parent Coordinator		11/15/13
	ESL Teacher		11/15/13
	Parent		11/15/13
	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		11/15/13
	Coach		11/15/13
	Coach		11/15/13
	Guidance Counselor		11/15/13
	Network Leader		11/15/13
	Other		11/15/13

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

*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**

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

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 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 language other than English spoken in our community. That language is Spanish. These findings are communicated to the community through our newsletter and PTA meetings.

## Part B: Strategies and Activities

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

We 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. We also have in-house bilingually certified staff who provide translations of written documents on as 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 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.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

**Directions:** Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Future Leaders E.S. PS 74	DBN: 31R074
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 61
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3
# of certified ESL/Bilingual teachers: 3
# of content area teachers: 0

### 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 to support their students' varied learning styles, improve their performance, 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 that will begin 1/9/13 and end 4/12/13. This program will give our students additional opportunities, beyond the Skill Sharpening (extended day) 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 13 teaching sessions that will be conducted once a week with Wednesdays focused on instruction for 1st and 2nd grade students, taught by 3 certified ESL/bilingual teachers. On Fridays instruction will be focused on kindergarten students, taught by 2 certified ESL/bilingual teachers. A supervisor will be paid through Title III funds for the program on Fridays, as this is the only program onsite that day. Instruction will be in English and students will be engaged with various materials including: Mondo-Let's Talk About It, technology, NYSESLAT Finishline preparation books, and materials that support the balanced literacy approach to teaching and learning.

### 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 provided to our teachers will enhance student performance.

1. The principal will conduct frequent observation cycles to provide feedback for teachers.
2. 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 during the regular school day.
3. An inhouse literacy coach will support teachers in their implementation of the balanced literacy

### Part C: Professional Development

program through coaching sessions.

4. The ESL teacher will attend professional development hosted by the Office of English Language Learners and our Network 609 (11/12, 12/12/12, 3/13 .5 day sessions) and turn key information to the rest of the faculty.

5. The ESL teacher will train teachers assigned to work the Title III program on the structure and expectations of the NYESLAT assessment and the use of preparation materials (1/3/13 & 1/4/13, 2 hour sessions).

6. The ESL teacher and one bilingual teacher will attend a PD session at Teachers' College titled "English Language Learners can Rise to the Challenges Outlined by the Common Core Standards: Vocabulary Building and Language Acquisition Strategies that Work." (1/25/13 full day session)

### 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 dedicated to student success, we believe parental involvement is a fundamental facet of our students achievement. 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 September 2012 hosted by bilingual classroom teachers, during the school day. This session runs for ~45 minutes.

2. Parent workshop "Supporting our English Language Learners" facilitated by ESL and bilingual teacher, during the school day 1/4/13 with focus on the expectations of the NYESLAT exam, deepending parents understanding of the four modalities and the design of the Title III program. This session will run 45-60 minutes

3. Parents are strongly encouraged to meet with teachers during Student-Parent-Teacher Conferences, in November and March, to obtain students' report cards and speak with the child's classroom teacher and ESL teacher regarding students' progress. Additionally, any parents of students whom are at risk of not meeting end of year promotional standards will be invited to a Promotion in Doubt conference in early February.

4. Families of Ells will be invited to participate in a field trip experience to El Museo del Barrio New York tentatively scheduled for Saturday 4/13/13. This trip will be lead by the Title III program teachers and a supervisor. This opportunity will support families as they identify ways they can impact the

**Part D: Parental Engagement Activities**

achievement of their children in relation to the four modalities.

5. Notification of events, meetings or updates are sent home, translated, via flyers, letters and family calendars.

**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"> <li>Per session</li> <li>Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		