

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

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: ANTHONY LODICO
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	
Cheryl Marks	*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	
CORINNE GAMBARDELLA	Member/ UFT	
JENNIFER LARUFFA	Member/ UFT	
CAROLINA VICENTE	Member/ PARENT	
SHARLEEN KNIGHT	Member/ PARENT	
SYLVIA NAVARRO	Member/ PARENT	
ROSA BATEN	Member/ PARENT	
ANNA MACHUCA	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.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, to increase the level of positive engagement with a focus on enhanced engagement for our future leaders and their families, especially students with disabilities and English language learners 85% of teachers will have an overall rating of Effective or Highly Effective in component 3c, "Engaging Students in Learning" based on the Danielson Framework for Teaching.

Comprehensive Needs Assessment

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

In alignment with the 2014-2015 Citywide Instructional Expectations our school identified an instructional focus for the school year. Based on NYS testing data, end of the year benchmark data, and behavioral data, it became evident that there was a need for our community to focus on increasing the levels of engagement for our students.

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 participate in professional growth experiences designed to shift teaching practices to improve student engagement.
2. 3rd through 5th grade classes will implement the Expeditionary Learning literacy program.
3. School leaders will collaborate with St John's University to provide an afterschool experience for 2nd and 3rd grade English language learners once per week for 22 weeks.
4. School leaders and teacher leaders will coordinate and implement various enrichment opportunities for students during and after school.
5. School leaders and teacher leaders will coordinate and implement various opportunities for parents and families to engage with our students and faculty and staff, and within our learning community.
6. Professional development and teacher team time to adjust curriculum in a developmentally appropriate and engaging way.
7. Incorporation of center time as a curricula adjustment in K-2 classrooms to improve student engagement
8. Teacher inter-visitations to observe and note practices for high student engagement

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

1. School leaders, professional development team members, teacher leaders, Network 609 support, ARIS resources, district talent coach
2. School leaders, classroom teachers, EngageNY.org, core curriculum resources
3. School leaders, classroom space after school
4. School leaders, teacher leaders
5. School leaders, parent coordinator, teacher leaders
6. School leaders, classroom teachers
7. School leaders, classroom teachers
8. School leaders, classroom teachers

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

1. Professional learning surveys will be conducted periodically throughout the year. Professional learning reflection sheets will be used to evaluate the effectiveness of presented sessions. School leaders will conduct formal and informal observation cycles throughout the school year to monitor teaching practices and provide meaningful feedback.
2. School leaders will conduct formal and informal observation cycles throughout the school year to monitor curricula and teaching practices

and provide meaningful feedback. Student work and discussions will demonstrate high cognitive engagement.

3. Assessment data for all students 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/April. Subgroup data will be organized to track the progress of participating 2nd and 3rd grade English language learners.
4. School leaders and teacher leaders will ensure that enrichment activities and opportunities are presented for students at least once per month.
5. School leaders and teacher leaders will ensure that there are engagement activities and opportunities presented for parents/families at least once per month.
6. School leaders and teacher teams will evaluate curriculum and pacing calendars during teacher team time and adjust as needed
7. Classroom teachers will align center time to current units of study
8. School leaders will organize inter-visitations for grades K-5 on a rotating cycle

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

1. September 2014- June 2015
2. September 2014- June 2015
3. September 2014- May 2015
4. September 2014-June 2015
5. September 2014- June 2015
6. September 2014- June 2015
7. September 2014- June 2015
8. September 2014- June 2015

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

- Professional development opportunities for teachers are planned and began in September with a pre-service series. Monday Professional Learning time, and Tuesday 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. Teachers whose practice is trending to be developing or ineffective in component 3c of the Danielson Framework for Teaching will be supported by school leaders with a personalized professional learning/improvement plan.
- Each 3rd through 5th grade teacher will implement the Expeditionary Learning program using core curriculum materials (4th and 5th gr.), or school bought materials (3rd gr.)
- 2nd and 3rd grade English language learners will participate in an afterschool program on Fridays. The Plus Books program is run by a professor from St. John's University, funded by the Staten Island Foundation. The program will use children's books to support language and mathematics understandings and skills among English language learners and their families.
- Various opportunities for enrichment will be created for students including: weekly School-wide Enrichment Model sessions, monthly Rising Star Celebrations, biweekly community meetings, Saturday participation in Parents as Arts Partners sessions, after school participation in Cultural After School Adventures, participation in weekly theater lessons with cluster teacher, class participation in Leadership Day 2014-2015, opportunities to participate in Respect For All Talent Show.
- Various opportunities for engagement will be created for parents/families including: monthly Families as Learning Partners events, Open Access sessions, parent workshops, family night events, Parents as Arts Partners sessions, Annual Parent Fair, monthly Coffee and Chat sessions with the principal,

As a Title I School-wide 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. 2014-June 2015 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 Saturday 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
- Schedule includes common planning periods for each grade level
- Schedule visitations with colleagues within the FLES learning community and partner schools
- Parent engagement 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).

- All teachers will use set aside parent engagement time to communicate with parents, unless otherwise directed. 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.

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	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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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 2015, the school will improve the perception of school culture, especially in relation to safety, and reduce the number of behavioral incidents as evidenced by the implementation of year 1 Positive Behavior Intervention System (PBIS), creation and implementation of an incident reduction plan, additional leadership roles for students, and the use of Leader in Me, leadership theme, and Lion's Quest into the curriculum and daily experience of the students

Comprehensive Needs Assessment

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

After the 2013-2014 school year, our school was identified by NYS as a school that is persistently dangerous. The 2013-2014 NYC School Survey indicated that there was a decrease in the number of teachers who strongly agreed or agreed that they felt safe at our school and that they would recommend our school to parents. Teachers rated the school with a 76% satisfaction rate in the school culture category in comparison to parents who had a 94% satisfaction rate. It is our desire to improve these perceptions.

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. Provide professional development for faculty and staff focused on developing strategies and structures that promote positive behaviors and reduce incidents.
2. Ongoing communication with faculty, staff and parents.
3. Establish a school-wide Positive Behavior Intervention System.
4. Establish a PBIS team with a PBIS coach/lead.
5. Create, submit, and follow an Incident Reduction Plan to NYSED.
6. Coordinate a team of faculty and staff to serve as Leadership Team members.

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

1. School leaders, teachers, staff, CFN 609
2. School leaders, teachers, staff, parents
3. School leaders, selected members of school faculty and staff, all faculty and staff
4. School leaders, selected members of school faculty and staff
5. School leaders, CFN 609
6. School leaders, selected members of school faculty and staff

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

1. School leaders will conduct formal and informal observation cycles throughout the school year to monitor implementation of strategies and structures. OORS reports and VADIR data should reflect a reduction in incidents.
2. OORS reports and VADIR data should reflect a reduction in incidents.
3. School leaders, faculty, staff and parents should see an increase in desired positive behaviors, acknowledgements, earned incentives, etc.
4. A PBIS team will be established and will meet regularly to support the whole school community. PBIS coach will have 3 periods per week to support PBIS. This time will be split with data time.
5. The mandated plan will be submitted on time and followed. Timelines included in the plan will be adhered to.

6. A team of faculty and staff will collaborate to plan and implement the annual Leadership Day event in March 2015, and support faculty and staff with the ongoing integration of the leadership theme, the Leader in Me program and Lion's Quest support lessons.

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

1. September 2014-June 2015
2. September 2015-June 2015
3. September 2014- June 2015
4. December 2014- June 2015
5. September 2014- June 2015
6. December 2014- June 2015

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

1. Outside agencies such as The Behavior Experts will provide professional development for teachers and paraprofessionals during designated professional development time. Selected teachers will be sent to outside professional development such as PBIS Coach Institutes. Faculty and staff will teach and reinforce the behavior matrices and the criteria for attending monthly Rising STAR celebrations. Teachers will be working with their grade teams and preparing for the Rising STAR celebration and the aligned leadership lessons.
2. A variety of means will be used to continue open communication about programs, structures and progress with faculty, staff and parents through things like: monthly/quarterly meetings, newsletters, PBIS suggestion box, and the Staff Weekly Memo.
3. School leaders and a team of teachers worked together over the summer 2014, to begin the process for establishing a PBIS for the school. In September all faculty and staff were trained in the new system, students and parents were introduced to the system and behavior matrices, and incentive lists were posted throughout the building. A small team will attend PBIS coach PD and sit on the PBIS team.
4. School leaders will post for per session position available on PBIS team; selected faculty and staff will meet regularly on Wednesdays to guide and support the successful implementation of the PBIS in the school community.
5. School leaders will submit and follow the required Incident Reduction Plan.
6. School leaders will advertise for a team of faculty and staff to join together to be the Lighthouse Team. This team will meet with varying frequency across the school year depending upon what is being planned, supported, or implemented. Time during the teacher team Tuesdays will be used on a varied basis for meetings.

As a Title I School-wide 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. 2014-June 2015 in order to achieve this goal as indicated below:

- Professional instructional materials to support the development of behavior management strategies and PBIS implementation during the regular school day
- Consumable instructional materials for the Leader in Me program
- Per diem teacher coverage for professional development and planning
- Per session funds for after school team meetings
- Schedule includes common planning periods for each grade level
- Schedule includes weekly professional learning time on Mondays and parent engagement and teacher team time on Tuesday
- Schedule visitations with colleagues within the FLES learning community and partner schools
- Parent engagement 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).

- All teachers will use set aside parent engagement time to communicate with parents, unless otherwise directed. Teachers will use this time to reach out to parents and families to communicate progress for students including academic and social-emotional feedback. Teachers may plan workshops regarding the behavior matrices, common school language, behavior scales, etc. and how to use them in the home setting.
- All teachers will use set aside parent engagement time to communicate with parents, unless otherwise directed. 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.

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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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 2015, we will reduce the percentage of students who are chronically absent from school and student attendance rates will average at least 91.5% for the school year.

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.

At the completion of the 2013-2014 school year, the average attendance rate for the year was 90.6%. The SLT agrees that we must focus on improving student attendance to further impact student achievement.

Instructional Strategies/Activities

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

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 Blackboard Communication Services.
4. Classes with 100% attendance are recognized during morning announcements and are given principal commendation cards.
5. Monthly Rising Star celebration uses attendance data to provide positive reinforcement.
6. Perfect Attendance celebrations each month with certifications, a small prize, and group picture to be displayed on PBIS Bulletin Board.
7. Add a parent incentive program for getting their child to school on time each day.

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

1. School leaders, secretary, attendance teacher, guidance counselor
2. School leaders, secretary, attendance teacher, guidance counselor, school aides, parent coordinator
3. School leaders, secretary, parent coordinator
4. School aides, student announcers, announcement coordinator, school secretary
5. School leaders, PBIS coaches, teachers, PTA, Parent Coordinator
6. School leaders, PBIS coaches, teachers, PTA, Parent Coordinator
7. School leaders, PBIS coaches, teachers, PTA, Parent Coordinator

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

1. Weekly ATS reports, attendance and minutes from meetings
2. Weekly ATS reports, attendance and minutes from meetings
3. Blackboard Connect purchase order, Blackboard Connect website logon
4. Weekly ATS reports, Monthly reports, morning announcer protocol
5. Rising star monthly teacher data documents
6. Agendas, sign in sheets,
7. Agendas, sign in sheets,

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

1. September 2014- June 2015
2. September 2014- June 2015

3. September 2014- June 2015
4. September 2014- June 2015
5. September 2014- June 2015
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 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 PBIS coach and teachers plan monthly Rising Star celebrations. Students who have 2 or more unexcused absences in a month cannot participate in this celebration. PBIS coach has 3 periods per week to work on PBIS and data. <p>As a Title I School-wide 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. 2014-June 2015 in order to achieve this goal as indicated below:</p> <ul style="list-style-type: none"> • Purchase paper, ink, and toner to communicate with families and print reports • Purchase attendance incentives • Purchase Blackboard Communication services

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"> • All teachers will use set aside parent engagement time to communicate with parents, unless otherwise directed. 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. • The parent coordinator will support the attendance team by reaching out to families and the attendance teacher will make home visits when applicable.

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
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 2015, we will prepare students for college and careers by providing them with a well-rounded, Common Core Learning Standards aligned education with 100% teacher implementation of the CCLS using core curricula options as evidenced by curriculum maps and lesson plans.

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 2014-2015, as well as, New York State's implementation of the Common Core Learning Standards that our students are expected to be able to meet and exceed, The SLT recognizes the importance of supporting our school's mission and vision, while preparing our students to meet higher standards. The SLT has determined that we must have a goal to provide our students with a well-rounded education that includes the integration of arts, and technology.

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. Hire a fulltime teacher to be a performing arts cluster.
2. Engage teachers in professional learning experiences that support the implementation of CCLS aligned curriculum.
3. Teachers implement CCLS aligned units of study across all subject areas during designated blocks of time or periods.
4. Apply for Cultural Afterschool Adventures funding from City Councilmember Debi Rose.
5. Plan for the utilization of capital funds awarded to our school by City Councilmember Debi Rose for technology resources.
6. Write grant for Parents as Arts Partners.
7. Plan and host a College Day and a Career Day event during the school year.
8. Plan and host the 2nd annual school wide Leadership Day event.
9. Prekindergarten through 1st grade classes participate in the Cookshop program
10. 2nd grade through 5th grade students participate in School-wide Enrichment Model (SEM)

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

1. School leader and hiring committee
2. School leaders, teacher leaders, teachers and paraprofessionals
3. School leaders, teachers
4. School leaders
5. School leaders, teacher leaders, teacher teams
6. School leaders, performing arts cluster teacher
7. School leaders, teacher leaders, event committee members
8. School leaders, lighthouse team members
9. School leaders, parent coordinator, teacher coordinator, teachers
10. School leaders, SEM coordinator, teachers

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

1. All students, kindergarten through 5th grade will participate in performing arts classes weekly.
2. Professional learning surveys will be conducted periodically throughout the year. Professional learning reflections sheets will be used to evaluate the effectiveness of presented sessions. School leaders will conduct formal and informal observation cycles throughout the school year to monitor teaching practices and provide meaningful feedback.
3. School leader will conduct formal and informal observation cycles throughout the school year to monitor curricula and teaching practices and provide meaningful feedback.
4. Cultural After School Adventures program is granted to the school. Up to 100 students participate and families come to two performances.
5. By June 2015 all technology resources are in classrooms and prepared for full utilization in the 2015-2016 school year.
6. The Parents as Arts Partners program will run in the fall 2014 across five Saturdays.
7. Both events will occur in the spring of 2015. External and internal community members will participate to present information on various college choices and career paths.
8. Team of teachers will coordinate the Leadership Day event in spring 2015.
9. All corresponding teachers will be trained and students and parents will be engaged in cooking and healthy food choices lessons.
10. Teachers and students will participate in cycles of SEM. Surveys will be conducted in winter and end of year to evaluate perceptions of usefulness and satisfaction.

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

1. June 2014-August 2014
2. September 2014-June 2015
3. September 2014-June 2015
4. September 2014- October 2014
5. January 2014- March 2014
6. September 2014-October 2014
7. January 2014- June 2015
8. December 2014- April 2015
9. December 2014- June 2015
10. October 2014- June 2015

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

1. Performing arts cluster will be scheduled to teach each class once weekly. She will also be assigned to teach in ICT setting during math periods in K-208. This teacher will be sent to outside professional learning opportunities for theater teachers, per diem funds will be used.
2. Throughout the school year Monday professional learning time will be used to deepen the faculty and staff understanding of the CCLS, the Danielson Framework, student engagement, common core learning programs, etc. Some per diem funds will be used to send teachers to CFN 609 sessions, or citywide PD opportunities.
3. School leaders have formed school wide blocks of instructional time for literacy and math. Teachers create programs with these blocks included.
4. In fall 2014, the school leader will apply for Cultural Afterschool Adventures funding. If accepted, a partnership will be formed with a Community Based Arts Organization. Beginning in January, two cycles of performing arts programs will begin, serving up to 100 kindergarten, through 5th grade students.
5. In winter of 2015 school leaders will plan for the purchase of technology resources using \$280,000 of capital funding from City Council Member Debi Rose. Purchase will include laptops, desktop computers, printers for classrooms, document cameras, and Smart Response

systems.

6. 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. School is responsible for \$300.00. This grant will involve two cycles of 25 families each.
7. Team of teachers will collaborate to coordinate these events. Teacher team time on Tuesdays will be used. Some funding will be used to provide refreshments during these event ~ \$250.00
8. Team of teachers, parent coordinator, and guidance counselor will coordinate event. All classes will prepare to engage visitors in their classrooms, participate in leadership lessons, greet and escort visitors, etc. Some funding will be used to provide refreshments during this event ~ 200.00
9. The Cookshop program will run from January to June in pre-k to grade 1 classes. A classroom teacher will coordinate for classes and the parent coordinator will coordinate and present parent sessions, and receive groceries weekly.
10. SEM clusters are organized by a coordinator who has two periods per week to work on this initiative. 2nd through 5th grade students participate in SEM clusters weekly on Wednesday afternoons during period 6 and 7. \$200.00 has been allocated to reimburse teachers for items purchased to support SEM clusters.

As a Title I School-wide 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. 2014-June 2015 in order to achieve this goal as indicated below:

- Professional instructional materials to support curriculum development during the regular school day
- 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
- Schedule includes common planning periods for each grade level
- Schedule visitations with colleagues within the FLES learning community and partner schools
- Parent engagement 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).

- All teachers will use set aside parent engagement time to communicate with parents, unless otherwise directed. Teachers will use this time to reach out to parents and families to communicate progress for students including academic and social-emotional feedback. Teachers may plan workshops regarding use of technology, integrating arts at home, CCLS, and core curricula programs.
- 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.

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.

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- 1. Strategies/activities that encompass the needs of identified subgroups**
 - 1.
- 2. Key personnel and other resources used to implement each strategy/activity**
 - 1.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 - 4.
- 5. Timeline for implementation and completion including start and end dates**
 - 1.
- 6. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 - 1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	1. Saturday School Success Academy 2. Title III program for LEP students 3. Tier 2 small group instruction	1..Small group 3. Small group 4. Small group	1. On Saturdays 2. On Saturdays 3. During the school day
Mathematics	1. Saturday Success Academy 2. Math centers 3. Tier 2 small group instruction	1. Small group 2. Individual or small group 3. Small group	1. On Saturdays 2. During the school day 3. During the school day
Science	Tier 1 Whole Group	Whole group	Daily
Social Studies	Tier 1 Whole Group	Whole group	Daily
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Small group counseling Peer mediation Crisis Intervention	1. Small group 2.Small group 3. Small group	During the day During the day 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.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
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"> • Tuesday Teacher team time • Monday PD sessions • Participation in network provided PD opportunities • Use of professional development action plan • Teacher and paraprofessional teams engage in structured professional collaborations using inquiry approach focused on improving student learning

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 <u>the intent and purpose</u> 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"> • Curricula is CCLS aligned • Social worker supports with parent workshops and aligning students with early interventions • Kindergarten open houses are hosted before the kindergarten application process begins • Kindergarten new student orientation meetings are hosted in spring

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 2014. 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) 2014-2015

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

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

- hosting two curriculum conference nights in September and May, in addition to the conferences held in November and March.
- hosting an annual Parent Fair;
- 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;
- 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

Future Leaders Elementary School SCHOOL / FAMILY COMPACT 2014-2015

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

School Responsibilities Include:

To provide high quality research based curriculum and instruction in an engaging learning environment and foster learning through the use of the workshop model and best teaching practices. Classrooms will have grade and instructionally appropriate literacy, math, science, social studies, technology, arts and leadership education materials.

To keep lines of communication open between teachers and families through:

- The Red Communication Folder
- Student-Parent-teacher conferences, at least twice annually
- Curriculum conferences, at least twice annually
- Four report cards to parents for updates on their children's progress
- Reasonable access to staff and opportunities for observation of classroom activities.
- Opportunities for observation of and participation in school activities.
- Monthly Coffee and Chat meetings with the principal

To provide families via timely information about all programs including: ESL instruction, Academic Intervention Services, Response to Intervention services, enrichment activities, professional development, family literacy and math development and parental engagement.

To provide performance profiles and individual student assessment results for each child and other pertinent individual information.

To provide families with opportunities to learn more about curriculum through parent workshops, curriculum open houses and newsletters.

To convene an annual meeting for Title I families to inform parents of the Title I program and their right to be involved.

To offer a flexible number of meetings at various times.

To actively involve families in planning, reviewing and improving Title I programs and Parental Involvement Policies.

To provide families with a Family Handbook that outlines school discipline policies.

Parent/Guardian Responsibilities Include:

To read for at least 15 to 30 minutes per day with and to Pre-kindergarten - 2nd grade students

To read with or ensure independent reading for at least 30 to 45 minutes per day for 3rd - 5th grade students every night.

To ensure your child's regular attendance at school.

To assist and monitor daily completion of homework and reading.

To limit the amount of time spent watching television, and monitor what is being watched.

To monitor the amount of time engaged in computer activities and video games.

To support the school discipline code and encourage respectful behavior at all times.

To ensure that your child gets the recommended amount of sleep (10-12 hours).

To send students to school **on time (school starts at 8:20 AM)** and in a clean uniform daily, including trip days.

To share the responsibility for improved student achievement by supporting your child during family activities, fundraisers and by attending PTA meetings.

To communicate with your child's teachers about their educational needs through parent meetings and the Red Communication Folder.

To actively participate in school improvement efforts, complete the annual Learning Environment Survey, and encourage other families to do so.

To become involved in developing, implementing, evaluating, and revising the School / Family Compact.

To participate in training provided on or off school grounds, on child rearing practices, leadership development and teaching and learning strategies.

Student Responsibilities Include:

- 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
- always be **Responsible**, have **Integrity**, **Synergize** with others, and strive for **Excellence (RISE)**;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully, and always try my best to learn.

DBN: 31R074

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$172,613.43	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan

Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,998,363.00	X	See action plan

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.



Department of English Language Learners and Student Support

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<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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 checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 58
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 checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 4
of content area teachers: _____

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: We looked at our data and we're inviting our English Language Learners from kindergarten, first, fourth and fifth grade. We will be servicing all beginners, intermediates and advanced ELLs. We will provide our ELL students with supplemental support through a Friday and Saturday Academy. Friday sessions will be held on February 6 & 13, March 6, 13, 20, 27, April 17 & 24, May 1, 8, 15 from 3:00pm-5:00pm. The Saturday sessions will be held on January 31, February 7 & 28, March 7, 14, 21, 28, and April 3 from 9:00-11:15. These programs will give our students additional opportunities to build their listening, speaking, reading and writing skills beyond the ESL services they already receive during the school day. It is designed to improve student's performance in the four modalities and prepare them for successful performance on the NYSESLAT. We are servicing all beginners, intermediates and advanced ELLs.

The Friday Academy will include one ESL certified teacher. The Saturday academy will include two ESL certified teachers and two Bilingual certified teachers. A supervisor will be paid through Title III funds for the Friday and the Saturday Academy. Instruction will be in English. The students will be using Continental's New York ELLs book to support the balanced literacy approach to teaching and learning during the Saturday Academy.

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 students performance.

1. The principal will conduct frequent observation cycles to provide feedback for teachers.
2. Teachers of English Language Learners 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. Also, they will have the opportunity to attend professional learning sessions offered by Network 609. Some of the teachers are already attending workshops on 12/12/14, 1/16/15, 1/27/15

Part C: Professional Development

and the two others dates are to be determined. The ESL teachers will conduct professional development for the entire staff. On January 26, 2015 they will conduct a professional development titled "How to Best Prepare Your Students for the NYSESLAT". On February 23, 2015 they will conduct an additional workshop titled "How Can I Support the Newcomers?". Then, on May 18, 2015 they conduct a workshop titled "Strategies to Support English Language Learners".

3. The ESL teachers will attend professional development hosted by Office of English Language Learners and our Network 609. One of the professional development sessions they will be attending with the assistant principal, Mrs. Hasweh, is titled "Connecting Content and Academic Language for English Language Learners-An Integrated Approach".

4. The ESL teachers will plan on January 12 and January 13 with teachers assigned to work the Title III program. The structure and expectations of the NYSESLAT and the use of preparation materials will be addressed.

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: Parent involvement is a fundamental facet of our student's achievement. We will involve parents in the following ways to support higher achievement for ELLs.

1. Parents are strongly encouraged to meet with teachers during Parent Teacher Conferences as well as the Tuesdays set aside for parent involvement.

2. Parents will be invited to attend three sessions titled "Reading Strategies for ELLs", which will be lead by the ESL teachers and Parent Coordinator. We will use the book titled "My Very Own Room" by Amada Irma Perez. The book was chosen because it is written in both Spanish and English. During the workshops parents will learn strategies that they can use while working with their children. The materials will be given in both Spanish and English. Also, at the end of the session they will be allowed to keep the book. The sessions will be held on Tuesday, December 9, 2014 from 2:45-3:30, Wednesday, December 17, 2014 from 2:45-3:30 and Wednesday, December 18, 2015 from 2:45-3:30. Then, on January 9, 2015 the parents that attended "Reading Strategies for ELLs" will accompany the ESL teachers and Parent Teacher Coordinator to El Museo del Barrio in Manhattan. El Museo del Barrio's Education Program offers people of all ages multiple entry points into El Museo's permanent collection, exhibitions and cultural celebrations. This opportunity will support families as they identify ways they can impact the achievement of their children in relation to the four modalities. Finally, after school on January 9, 2015 from 2:45-4:00 the ESL teachers and Parent Coordinator will hold a culminating workshop. In this workshop they will apply strategies learned and their experience at El Museo del Barrio to create a short memoir of the day together.

3. The Parent Coordinator has administered a parent survey in which she gathered information about parent interests to plan future workshops. The majority of the parents were interested in advancing their knowledge of technology. After school on January 14, 2015 from 2:45-3:45 the first parent technology workshop will be given by the Parent Coordinator.

4. Notifications of events, meetings or updates are sent home and translated via flyers, letters and

Part D: Parental Engagement Activities

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 31	Borough Staten Island	School Number 074
School Name Future Leaders Elementary School		

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

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

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

D. Student Demographics

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

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>				1	1									2
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In	2	2	2	2										8
Pull-out					1									1
Total	2	2	2	3	2	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. [?](#)

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE	11										11
Dual Language											0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
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
TOTAL	0	0	0	7	5	0	12							

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	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
TOTAL	13	20	19	18	7	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
Intermediate(I)	11	9	6	3										29
Advanced (A)	9	7	11	0										27
Total	22	17	18	5	0	62								

NYSESLAT Modality Analysis

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

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

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

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

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

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

- 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.
- 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.
- 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.
- 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.
- 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.
- 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 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

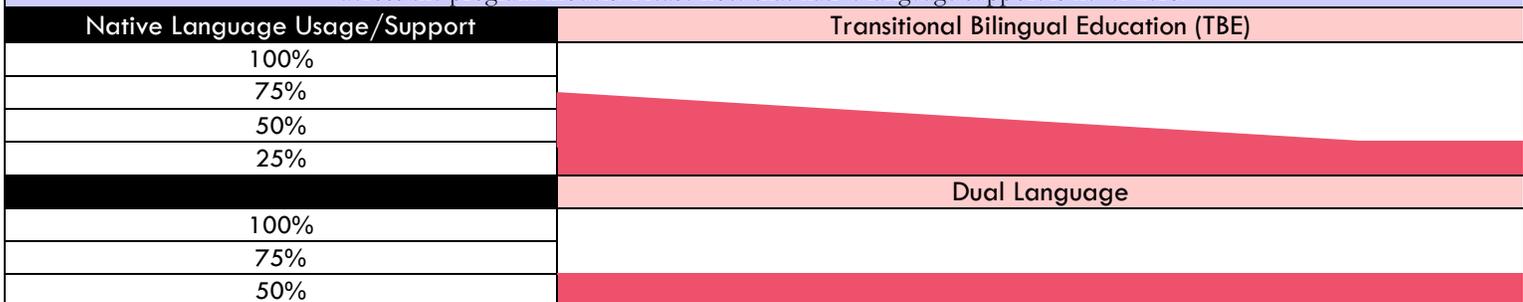
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

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?
- How is language separated for instruction (time, subject, teacher, theme)?
- 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

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

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.