

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

31R074

School Name:

P.S. 74 FUTURE LEADERS ELEMENTARY SCHOOL

Principal:

NICOLE REIDCHRISTOPHER

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Future Leaders Elementary School – PS 74R School Number (DBN): 31R074

Grades Served: K-5
211 Daniel Low Terrace

School Address: Staten Island, NY 10301

Phone Number: 718-727-5380 Fax: 718-727-5386

School Contact Person: Nicole Reid-Christopher Email Address: nreid@schools.nyc.gov

Principal: Nicole Reid-Christopher

UFT Chapter Leader: Matthew Kirwan

Parents' Association President: Cheryl Marks

SLT Chairperson: Corinne Gambardella and Jennifer La Ruffa

Title I Parent Representative (or Parent Advisory Council Chairperson): Margarita Clemente

Student Representative(s): _____

District Information

District: 31 Superintendent: Anthony Lodico
715 Ocean Terrace Building A, Room 141

Superintendent's Office Address: Staten Island, NY 10301

Superintendent's Email Address: ALodico@schools.nyc.gov

Phone Number: 718-420-5667 Fax: (718) 420-5745

Borough Field Support Center (BFSC)

BFSC: Staten Island Director: Kevin Moran

Director's Office Address: 715 Ocean Terrace

Director's Email Address: kmoran2@schools.nyc.gov

Phone Number: 7185568367 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
NICOLE REID-CHRISTOPHER	*Principal or Designee	
MATTHEW KIRWAN	*UFT Chapter Leader or Designee	
Margarita Clemente	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Colleen Tierney	Member/UFT	
Jennifer La Ruffa	Member/UFT	
Carolina Vicente	Member/Parent	
Julie Vale	Member/Parent	
Sylvia Navarro	Member/Parent	
Anna Machuca	Member/UFT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Yalenda Galindo	Member/ Parent	
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Future Leaders Elementary School (FLES) is a public school established in September 2010. We are a zoned school that serves the children and families who live in the St. George, Tompkinsville, Ward Hill and New Brighton neighborhoods on the North Shore of Staten Island, NY. We share a campus with P.S. 16/P.S. 10, and we educate 312 students from kindergarten to grade 5.

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

At FLES we strongly believe that our children thrive in a learning environment that provides them with the protective factors that will best nurture their development. These factors include a caring, safe and supportive environment, high expectations for student success and meaningful engagement within our community. Our students participate in the Leader in Me program that focuses on developing their personal leadership development. This program engages our entire school community in Stephen Covey's *7 Habits of Highly Effective People*. We are a Balanced Literacy and Mathematics school that utilizes Expeditionary Learning, ReadyGen, and Go Math learning program within the workshop model. All students have science, physical health, and literacy through theater electives during the week.

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

FLES values every opportunity for our school family to reach out to the community to develop and build partnerships that reinforce our investment in tomorrow's global leaders. To support our strong family and community ties, we enthusiastically collaborate with universities and colleges (Wagner College, St. John's University), cultural institutions (Snug Harbor, Alice Austin House, Staten Island Children's Museum, Staten Island Museum), nonprofit organizations (Staten Island Foundation, Materials for the Arts), arts experience organizations (Studio in a School, Sundog Theater, the Council of the Arts and Humanities for Staten Island (COAHSI), health organizations (Staten Island University Hospital) and most importantly parents and caregivers.

As a school community, this school year, FLES is focused on continuing to grow in our alignment with the Framework for Great Schools. The two main focus areas are rigorous instruction and supportive environment. We will continue to

ensure that our leaders are fully engaged in rigorous learning and that we are maintaining a learning environment that is safe, supportive and challenging.

31R074 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	311	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	93.8%	% Attendance Rate		90.5%
% Free Lunch	85.1%	% Reduced Lunch		4.1%
% Limited English Proficient	26.4%	% Students with Disabilities		29.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		30.5%
% Hispanic or Latino	57.3%	% Asian or Native Hawaiian/Pacific Islander		4.1%
% White	7.8%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		15.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		4.29
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	11.4%	Mathematics Performance at levels 3 & 4		12.3%
Science Performance at levels 3 & 4 (4th Grade)	56.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District		Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The academic programs at FLES are proficient according to the results of the 2014-2015 Quality Review report. For quality indicator 1.1 the findings communicated that school leaders and faculty ensure that curricula are aligned to Common Core Learning Standards and integrate the instructional shifts. Curricula and academic tasks are planned and refined using student work and data so that tasks provide access for a diversity of learners. Quality indicator 1.2 included, pedagogy across classrooms reflects a common set of beliefs about how students learn best and incorporates the instructional shifts. Across most classrooms there are high levels of student thinking, engagement and participation as demonstrated in student work products.

Performance trends demonstrate steady progress in student achievement. Based on school benchmark assessments, reading level proficiency increased by an average of 10% across grades by June 2015. Math proficiency increased an average of 42%. NYS exam data shows an 8 percentage point increase in ELA, and 5 percentage point increase in math while more students were tested overall.

Rigorous Instruction Strengths:

- All selected curricular programs being used at the school are CCLs aligned.
- Integrated teaching models are used for ICT programs, ENL groups, and special needs supports.
- Teaching practices are focused on increasing engagement and accountability.
- Purposeful decisions are made to build coherence and promote college and careers.
- Curricula are planned and refined based on data and student work.
- ELLs and SWD have full access to grade level curricula.

Priority Needs:

Consistently embed opportunities for increased student engagement in and ownership of deeper learning. (QR 2014-2015)

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers will increase the level of positive engagement and prepare students for college and careers to provide them with a well-rounded, CCLS aligned education as measured by 85% of teachers receiving an overall

rating of 'effective or highly effective' in Danielson component 3c, and 100% of teachers fully implementing CCLS aligned units of study into curriculum.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
Implement the NYC core curriculum options and resources including Go Math, Expeditionary Learning, and ReadyGen for ELA and math	K-5 students	September 2015-2016	All classroom and cluster teachers
Engage in Professional Learning Communities on topics such as engagement, differentiated learning tasks, and small group instruction	All teachers	September 2015-2016	Administration and Instructional Teacher Leaders
Inquiry Team meetings to go through inquiry cycles and determine specific student needs with strategies	K-5 students in the lowest third	September 2015-2016	Inquiry Team members and classroom and cluster teachers
Incorporating technology into classroom lessons with the purchase of tablets, desktops, and laptops for all classrooms. This will engage learners in differentiated and independent tasks.	K-5 students	September 2015-2016	All classroom teachers
After school programs designed to support language proficiency for ELLs and academic progress for GE students performing in the lowest half of the grade levels.	K-5 students	October 2015-2016	Administration and teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Professional development opportunities for teachers will be planned for the start of the school year in September during Monday Professional Learning time. Tuesday teacher team meetings will be designed to support continued professional discourse and application of their learning. Teachers whose practice is trending to be developing or ineffective will be supported by school leaders with a personalized professional learning/improvement plan.

There will be multiple opportunities for enrichment including the weekly School-wide Enrichment Model sessions, monthly Rising Star Celebrations, biweekly community meetings, after school arts programs, weekly theater lessons with a cluster teacher, class participation in Leadership Day 2015-2016, and opportunities to participate in the Holiday show, Respect for All Talent Show, and our Black History Month celebration.

Opportunities for family engagement will include, but are not limited to monthly Families as Learning Partners events, Open Access, parent workshops, family night events, Parents as Arts Partners sessions, the Annual Parent Fair, monthly Coffee and Chat sessions with the principal, and student performances.

Per session funds will be used to support after school programs.

Funds will be used to purchase classroom and program materials, supplies, resources, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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 6 and provide meaningful feedback. Student work and discussions will demonstrate high cognitive engagement. Ratings in 3C will be evaluated at the end of each observation cycle to determine progress towards meeting an 85% rating of effective or highly effective.

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

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Data from the 2014-2015 school year show that supportive environment have been a focus for this learning community. The Quality Review findings for quality indicator 3.4 explain that school leaders consistently emphasize a culture of learning that communicates high expectations, and provide training for all members of the learning community. School leaders and staff effectively communicate expectations connected to a path to college and career readiness.

2014-2015 was the first year this school was included on the NYS Persistently Dangerous list. We ended the school year with a SVTI index reduction of 1.93, an equivalent of a 46% reduction in weighted incidents. (VADIR)

Performance trends demonstrate steady progress in student achievement. Based on school benchmark assessments, reading level proficiency increased by an average of 10% across grades by June 2015. Math proficiency increased an average of 42%. NYS exam data shows an 8 percentage point increase in ELA, and 5 percentage point increase in math while more students were tested overall.

Supportive Environment Strengths:

- High expectations result in a culture of collaboration and accountability for teachers, leaders, and families, which create an atmosphere conducive to the developmental needs of students. (QR)
- School leaders successively partner with families to help them understand and support student learning, social-emotional growth, progress and ownership of learning.
- School has successfully implemented a Positive Behavior Intervention System and is now in year 2.
- School culture is based on personal leadership development that is supported through the implementation of the Leader in Me program, coupled with Lion’s Quest lessons.
- Lessons taught are aligned to the CCLS and engage the learners in thoughtful rigorous instruction.
- With this small learning community each student is well known by more than one adult
- School leaders and faculty and staff frequently communicate with families and provide opportunities for family engagement.

Priority Needs:

Bring the SVTI index below 1.5 by June 2016 to be removed from the NYS Persistently Dangerous list.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the

identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, our school community will maintain a supportive classroom and school culture so that our students feel safe, and challenged by their teachers and peers as measured by the reduction of level 3 and 4 infractions by 20% and a PBIS BOQ score of 83 or higher.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Professional development for faculty and staff will focus on developing strategies and structures that promote positive behaviors and reduce incidents.	All faculty and staff	2015-2016 school year	All faculty and staff
The PBIS Team will implement Tier 2 systems and structures to reduce behavior incidences. This program will provide small group behavior supports. A group of staff and faculty will be identified to be trained in and administer these supports.	Tier 2 students who need more supports than Tier 1.	2015-2016 school year	Selected group of faculty and staff
Implement a data collection system for major and minor incidences that the PBIS team will analyze once a month and provide supports for teachers in redirecting behaviors.	All faculty and staff	2015-2016 school year	PBIS Team
Parent workshops will be held throughout the school year to provide parents information on the PBIS and Leader in Me programs. They will receive strategies that will help support these programs at home and school.	Students' families	2015-2016 school year	PBIS Team, Administration, and Parent Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. Our District Behavior Specialist will provide professional development for teachers and paraprofessionals during designated professional development time. The PBIS Coach will attend the PBIS Coach Institutes and turn key learning to the faculty and staff.
2. The PBIS Coach will provide professional development sessions for teachers and paraprofessionals using data collected to provide intervention strategies.
3. 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, a PBIS suggestion box, and the Staff Weekly Memo.
4. School leaders and team of teachers will work together over the summer of 2015 to continue the PBIS implementation process.
5. School leaders will post for per session positions available on the PBIS team. Selected faculty and staff will meet regularly on Wednesdays to guide and support the successful year 2 implementation of PBIS in the school community.
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 throughout the school year depending upon what is being planned, supported, or implemented. Time during teacher team Tuesdays will be used on a varied basis for meetings.
7. Monthly Rising Star Celebrations will be used to reinforce positive behaviors. Teachers will adjust their schedule once a month to provide enrichment activities that students will sign up to participate in. Those who do not meet the criteria to participate will take part in a character development lesson to support the behaviors that need to be redirected.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

1. OORS reports and VADIR data should reflect a reduction in incidents.
2. School leaders, faculty, staff, and parents should see an increase in desired positive behaviors, acknowledgements, earned incentives, etc. as reflected by increases in the number of students participating in Rising Star celebration.
3. A BOQ will be conducted by the PBIS Team in November, February, and June to determine progress and develop plans for next steps of implementation.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Strong Family and Community Ties is an element that is very important to the FLES learning community. The first and second highest scores on the FLES school survey were Trust and Strong Family-Community Ties, 88% and 86% respectively. Academic performance trends demonstrate steady progress in student achievement. Based on school benchmark assessments, reading level proficiency increased by an average of 10% across grades by June 2015. Math proficiency increased an average of 42%. NYS exam data shows an 8 percentage point increase in ELA, and 5 percentage point increase in math while more students were tested overall.

It is realized that we can have a greater impact on student achievement if we can increase the amount of time students spend in our classrooms. As of June 15, 2015 our attendance rate is 91.26%. Attendance was lowest during half days, before vacations, and during the winter months. We must increase the attendance rate to continue improving student performance. In order to do so we must create stronger ties with the family and community to encourage students’ timely attendance to school.

Strong Family-Community Ties Strengths

- A variety of faculty and staff are able to speak major languages spoken by parents of the school to support successful communication.
- The parent coordinator raises funds to implement relevant and meaningful programming for parents and families.
- The school is engaged with a wide variety of community based organizations, and businesses in support of student progress.
- There are numerous opportunities for families to participate in class activities, school events, and PTA sponsored events.

Priority Needs:

Increase student attendance in support of increases student achievement.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, our school community will partner with families to reduce the percentage of students who are chronically absent from school by improving the student attendance rate to 92% for the school year, as measured by ATS reports.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>The attendance monitoring team will meet weekly to monitor student attendance trends.</p>	<p>K-5 Students</p>	<p>2015-2016 School Year</p>	<p>Attendance Team</p>
<p>Classes with 100% attendance are recognized during morning announcements and are given principal commendation cards. Individuals with 100% attendance are recognized with monthly certificates and celebrated on display on a bulletin board. They will also be recognized at monthly community meetings. Teachers will implement class incentives when meeting attendance goals set together.</p>	<p>K-5 students</p>	<p>2015-2016 school year</p>	<p>Parent Coordinator, Classroom Teachers</p>
<p>Monthly Rising Star celebrations use timely attendance data to provide positive reinforcement.</p>	<p>K-5 students</p>	<p>2015-2016</p>	<p>Classroom Teachers</p>
<p>A family incentive plan will be developed for the 2015-2016 school year with the help of the Parent Coordinator and the PTA.</p>	<p>K-5 Families</p>	<p>2015-2015</p>	<p>Parent Coordinator, PTA</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>1. Morning Announcer- protocol, supporting faculty/staff 2. Monthly Rising Star documents collected and analyzed by PBIS Coach during assigned PBIS/data periods 3. Certificates will be printed and distributed in recognition of perfect attendance</p> <p>Schedule will support attendance meetings to be attended by the secretary, administration, attendance aide, guidance counselor, and attendance teacher.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

1. Attendance rates need to be at least 90-91% by February.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Reading level that is a level 1 according to benchmark DRA assessments.	<ol style="list-style-type: none"> 1. Saturday School Success Academy 2. Title III program fro LEP students 3. Tier 2 small group instruction 	<ol style="list-style-type: none"> 1. Small Group 2. Small Group 3. Small Group 	<ol style="list-style-type: none"> 1. Saturday 2. Saturday 3. During the school day
Mathematics	Level 1 math average in chapter assessments and GoMath benchmarks	<ol style="list-style-type: none"> 1. Saturday Success Academy 2. Math Centers 3. Tier 2 small group instruction 	<ol style="list-style-type: none"> 1. Small Group 2. Individual or small group 3. Small Group 	<ol style="list-style-type: none"> 1. Saturday 2. During the day 3. During the day
Science	Science unit assessments at a level 1	Tier 1 Whole Group	Whole Group	Daily
Social Studies	Social Studies unit assessment at a level 1	Tier 1 Whole Group	Whole Group	Daily
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	IEP mandates, behavior incident reports show patterns	<ol style="list-style-type: none"> 1. Small Group Counseling 2. Peer mediation 3. Crisis Intervention 	<ol style="list-style-type: none"> 1. Small Group 2. Small Group 3. Small Group 	<ol style="list-style-type: none"> 1. During the day 2. During the day 3. During the day

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. 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.
<p>To ensure that hired teachers are highly qualified, Future Leaders Elementary School employs the following strategies:</p> <ol style="list-style-type: none"> 1. Administrative staff attends hiring fairs to identify and recruit highly qualified classroom teachers. 2. The school leader collaborates with selected current school teachers to conduct group interviews of candidates. 3. The school secretary will work closely with the Network HR coordinator to ensure that non-HQT meet all required documentation and assessment deadlines. 4. Mentors are assigned to support new, struggling, and/or unqualified teachers.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Professional development includes:</p> <ul style="list-style-type: none"> • Tuesday Teacher team time • Monday PD sessions • Professional development opportunities offered by the district • Use of professional development action plan • Teacher and paraprofessional teams engage in structured professional collaborations using inquiry approach focused on improving student learning.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

- 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 the spring

4b. 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 2015. This team will collaborate to identify what the multiple assessments measures would be for the school community.

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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	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
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		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	195,585.00		10-12
Title II, Part A	Federal	0	TBD	TBD
Title III, Part A	Federal	11,200.00	X	10-12
Title III, Immigrant	Federal	0	TBD	TBD
Tax Levy (FSF)	Local	2,169,012.00	X	10-12, 13-15, 20-21

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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

Your school’s Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Future Leaders Elementary 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 the school and the families. The 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 the school community. **Future Leaders Elementary School** will support parents and families of Title I students by:

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

The 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. The 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 the 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, the 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 School 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 the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

Future Leaders Elementary School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and

programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;

- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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: <u>Future Leaders E.S. PS 74</u>	DBN: <u>31R074</u>
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: <u>58</u>
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 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>4</u>
of content area teachers: <u> </u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: 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 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

Part C: Professional Development

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 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	_____	_____

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.
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	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Nicole Reid-Christopher	Assistant Principal Hanin Hasweh
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Christine Hanrahan	School Counselor
Teacher/Subject Area Ligia Abreu/Bilingual Teacher	Parent Margarita Clemente
Teacher/Subject Area	Parent Coordinator Evelyn Rodriguez
Related-Service Provider	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL 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/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (excluding pre-K)	312	Total number of ELLs	93	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) 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
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education						1								0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	93	Newcomers (ELLs receiving service 0-3 years)	67	ELL Students with Disabilities	42
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	26	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total	
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE				8			8				0
DL											0
ENL	67		20	26		14					0
Total	0	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 13

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____						8								0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	13	15	10	15	13								0
Chinese														0
Russian														0
Bengali		2		1										0
Urdu														0
Arabic	2	1		2	1	2								0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian		2												0
Other			2			1								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	3	5	1	2	2	3								0
Emerging (Low Intermediate)	4	6	5	1	6	0								0
Transitioning (High Intermediate)	2	3	4	1	2	5								0
Expanding (Advanced)	4	4	6	8	4	5								0
Commanding (Proficient)	8	2	1	4	8	4								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				1										0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	2	1	4	8	4	2								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	13	4	2		0
4	12	5			0
5	3	1			0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	14		5		3				0
4	12		5						0
5	3		3		1				0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	3							
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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 To assess early literacy skills we use Developmental Reading Assessment (DRA) starting in September and assess student growth over three cycles until May. We also assess the students with the Teachers College Reading and Writing Program (TCRWP) primary assessments which focuses on concepts of print, letter and sound identification, sight word recognition and independent reading levels. The results of the assessments help us drive instruction and determine which skills they have mastered and which ones need extra instruction. 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 data results will help us with guided reading groups and small instructional groups.
 - What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The NYSITELL reveals that our new admits range between entering - expanding, 3 entering, 4 emerging, 2 transitioning, 4 expanding. Based on the 2015 NYSESLAT, about 32% of students were at the expanding level, 19% entering, 23% emerging, 12% transitioning, and about 14% commanding.
 - How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The AMAO tool is a valuable resource for the teachers. The teachers analyze the organized data on tab 1. They consider which students are at risk and why they are labeled at risk. Based on the information in the notes on tab 1, the teachers further analyze the breakdown of the scores on the NYSESLAT to see where the students were most deficient. The teachers noticed the majority of the ELLs scored the lowest on reading. They use this data to plan scaffolds during coteaching minilessons and small group instruction. Another way in which they use the AMAO tool is to consider if attendance is possibly impacting whether or not they are considered "at risk". Based on the information, the ELL and classroom teachers communicate with the parents the attendance concerns and how it's impacting their child academically.
- There is a lot of information the AMAO tool reveals. As explained above, it categorizes and provides important information about

“at risk” students. Based on the organized data, we can decide which students would benefit best from attending after school Title III and RTI. The AMAO tool confirms that we do not have any SIFE or long term ELLs.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?
 - a. The Go Math program has tests available in both Spanish and English. We notice that when some bilingual students take the test in their home language they generally score higher than when the test is only given in English. For students that speak a language other than Spanish, the school employs many bilingual staff members that translate for the students.
 - b. The periodic assessment gives the school data about the strengths and weaknesses of the students' home language skills. This information is used to better understand their home language skills and guide future lessons.
 - c. The periodic assessment evaluates their native language skills, which will support the development of the English language. The ELL teachers use cognates as a way to connect to the home language. Also students are partnered and encouraged to speak with bilingual students to assist them in completing tasks. In the early stages of language development students are encouraged to write in their native language.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Both classroom teachers and ENL providers, provide RTI 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 student’s new 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 target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

n/a
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

The success of ELLs is measured in many ways. We track their growth on the Developmental Reading Assessment (DRA). Also, we monitor their progress through conference notes. In addition, we analyze their NYSITELL and NYSESLAT scores each year. In the upper grades, we track their baseline assessment scores. Furthermore, the English as a New Language teachers administer their own assessments that are similar to the NYSESLAT four times throughout the year. We organize our groups by analyzing their progress and their needs in the data, and the CCSS.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

During Kindergarten registration, parents complete a registration packet which includes the Home Language Identification Survey (HLIS). Our ENL teachers Mrs. Sousa, a bilingual ENL teacher, and Ms. Hanrahan, an ENL teacher are available to assist. If teachers are unable to translate then another staff member assists or they call NYCDOE’s Translation and Interpretation Unit. Students enrolling include entering kindergarten students, students newly arrived to the country, students new to NYCDOE public schools as well as re-entering students who have been outside NYC or NYS public school for two or more years. If the home language is not English the ENL teachers conduct an interview with the students in English and the home language to assist in deciding if the student has enough oral and literacy skills for the grade in which he/she is enrolling. Based on the results of the interview and upon reviewing the HLIS the trained pedagogues decide if the NYSITELL should be administered. If the students home language is English the ELL identification

process ends. All newly admitted students who speak a language other than English at home and meet the criteria of eligibility are administered the NYSITELL within 10 days of enrolling in our school. Before the NYSITELL is administered the answer document is printed using the RBLA function in ATS. After testing the answer document will be scanned into ATS within the ten day testing window. 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, within the ten day window, 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. At this time parents ask questions and make an informed decisions about their options available to their children as an English Language Learner. With the assistance from the trained pedagogues parents complete the Parent Survey and the Parent Selection Form which are provided for them in their language of choice. Translations are available for any additional questions.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
We administer the oral interview questionnaire. For those students who have a home language of Arabic, Bengali, Chinese, Haitian, Creole, or Spanish, we administer the Literacy Evaluation for Newcomer SIFE. Also, we will record the SIFE determination on the BNDC screen on ATS.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
When a student enters with an IEP, the LPT members will initially recommend if the student should take the NYSITELL or not. They will evaluate the student to decide if it is a second language acquisition deficiency or a disability affecting the ability to demonstrate English proficiency. We will follow the protocol if this situation does arise. The members are: Principal-Ms. Christopher, Assistant Principal-Ms. Hasweh, ENL teachers -Ms. Sousa and Ms. Hanrahan, Special Education Liason- Ms. Portalatin, Parent/Guardian of the student
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
The English as a New Language teachers scan the NYSITELL so it can be scored. After it's scored the ENL teachers deliver the entitlement and non-entitlement letters, in each parent's preferred language, directly to the students so they can bring the letters home. This process is handled by the ENL teachers to ensure it's completed within the time frame. Copies of the letters are placed in the compliance binder.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
During the parent orientation parents will be informed that they may request to have their child reidentified as an ELL or non ELL within 45 days. Also, they will be instructed on the steps in the process. Translators will be available to explain the information in their native language.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
After students are identified as English Language Learners by the NYSITELL, 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 ENL 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 ENL teachers assist the parents in completing each question through an enlarged document. ENL 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 ENL room.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
The parents complete the Parent Survey and Program Selection form during the parent orientation that occurs within ten days of entering the school. If they do not attend the meeting the ENL teacher or parent coordinator will assist in making phone calls. The ENL teachers conduct the orientation to ensure the parents fully understand the programs. 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.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The ENL teachers try to reach out to parents via phone and when they are dropping off/picking up their child. Also, the Parent Coordinator assists the ENL teachers with reaching out to parents.
9. Describe how your school ensures that placement parent notification letters are distributed.
The ENL teachers are responsible for delivering the parent notification letters directly to the students.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All ELL documentation copies are stored in a compliance binder, which is in a locked closet in room 301. Also, the original HLIS, parent survey and program selections forms are in the ELLs cumulative file. The compliance binder has a checklist for each student to make sure all documents have been completed.

11. 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. A schedule is prepared by the Assistant Principal/testing coordinator. The ENL teacher works with the assistance of the Special Ed Coordinator and Assistant Principal to ensure that all subtests are administered according to the NYSED's instructions and regulations.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The RLAT is the tool used to administer the letters. The ENL teachers are responsible for distributing continued entitlement and transitional support parent notification letters in September.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Years	Transitional Bilingual Education	English as a New Language	Dual Language
2010-2011	15	7	0
2011-2012	3	4	15
2012-2013	14	10	5
2013-2014	3	16	0
2014-2015	1	25	1
2015-2016	1	9	4

Review of the data shows that parents have chosen various programs throughout the years as their first choice. For the last three years the number one choice has been ESL/ENL. Our school has a two ENL teachers who service our students. Looking further back it is evident that there has been a parent preference for bilingual programs (2010-2011 and 2012-2013) and dual language (2011-2012). During these years there were bilingual ICT and self contained classes available. In an attempt to proceed with the beginning of a dual language program, we were not able to secure enough properly licensed bilingual faculty. Starting with the 203-2014 school year the trend of preference moved to ESL/ENL.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.
Our program model consist of heterogenous classes. The ENL teachers have their programs scheduled so they have one planning period, during their prep, with each teacher they push-in with. During this prep time they plan their minilessons, using an appropriate coteaching model, with scaffolds and small group instruction plans. The small group instruction is based on proficiency levels, DRA levels and/or skills deficient in that are being focused on. The ENL teachers push-in during the literacy block to service entering, emerging, transitioning and expanding students for 180 minutes. The commanding students receive 90 minutes of integrated ENL services. For the stand alone model the ENL teachers plan lessons based on the content areas. The groups consist of two grade bands in each group with entering and emerging students. During each stand alone session the students are then further broken apart in small groups based on proficiency levels, DRA levels and/or skills deficient that are being focused on.
 - b. TBE program. *If applicable.*
We have a 12:1 special ed bilingual class for grade 5.
 - c. DL program. *If applicable.*
n/a

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Our ENL and Bilingual teachers are all certified to teach English as a New Language. The ENL teachers, with the assistance of the Principal and Assistant Principal, create a schedule based on the mandated hours of service required for the updated proficiency levels. Both Ms. Hanrahan and Ms. Sousa provide integrated and stand alone services. Ms. Hanrahan and Ms. Sousa provide 180 minutes of integrated ENL services to the entering, emerging, transitioning and expanding students. They provide 90 minutes of integrated services to the commanding students. The additional 180 minutes of ENL services is provided to the entering and emerging students using the stand alone ENL model. Mrs. Abreu, the transitional bilingual teacher, provides 180 minutes of ENL services to the entering, transitioning and expanding students. She provides the additional 180 minutes of stand alone services to the entering student in the room. Currently, Mrs. Abreu does not have any emerging or commanding students. Also, Mrs. Abreu provides the mandated home language arts and bilingual content area minutes.

3. Describe how core content is delivered in each program model. 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 ENL 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 ENL 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, the construction and deconstruction of paragraphs are used to scaffold complex Expeditionary Learning texts for the English Language Learners in the upper grades.

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

Students in some classrooms are evaluated using Spanish Go Math assessments. Also, some classroom teachers and ENL 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 NYSITELL 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. ENL teachers prepare lessons that can assess and focus on the four modalities. 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 each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

a. Currently, we do not have any SIFE students. If there are indications that the student is a SIFE, then the identification process will be conducted. We will administer the oral interview questionnaire and the LENS.

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. ENLs that are developing are provided with many scaffolds to supplement the Common Core based lessons. Some examples are cognates in all subject areas. In addition, a variety of vocabulary building strategies are used such as connecting Tier I and Tier II words and visuals. Furthermore, strategies taught in literacy are reinforced through guided reading.

d. We do have one potential long term ELL. She is in our self contained special education class. The teacher prepares many motivating and engaging whole class and small group lessons to work towards meeting her goals.

e. Our former ENLs are mostly placed in classrooms with current ENLs. While conducting integrated ENL lessons, the ENL teacher provides scaffolds and small group instruction to support their needs. The testing coordinator, Ms. Hasweh, is aware of the testing accommodations for ELLs for two years after passing the NYSESLAT.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12

Chart (months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.

Mrs. Christopher would review the reidentification process decision to ensure that the student's academic progress has not been adversely affected by the determination. If the principal, after consulting with the parent, ENL teachers and classroom teachers feels the student may have been adversely affected by the determination the school will provide additional support services to the student as defined by CR Part 154. The principal may reverse the determinations within the 6-12 month period. If the principals' decision is to reverse the status then she would consult Mr. Lodico.

8. 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?

The ENL teachers and classroom teachers co teach and plan carefully with instructional strategies, scaffolds and differentiation to make sure they are meeting the demands and rigor of the CCSS. Most teachers have been trained with UDL strategies. The school ensures that all ELL-SWD receive appropriate program mandated by their IEP's. The sets and speech teachers are bilingual and provide special education support services to Ell students. We also have a bilingual special ed class. Teachers will integrate technology to support writing instruction and motivate students to use written language to communicate as well as encourage students to develop literacy skills in their native language, then transfer these skills to learning English. The teacher will also teach using all learning modalities to reach each child. Materials will be grade appropriate in both languages.

9. How does your school use curricular, instructional, and scheduling flexibility to enable 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 ENL 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. To attain English proficiency the ENL teachers provide integrated ENL in the least restrictive classroom setting.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

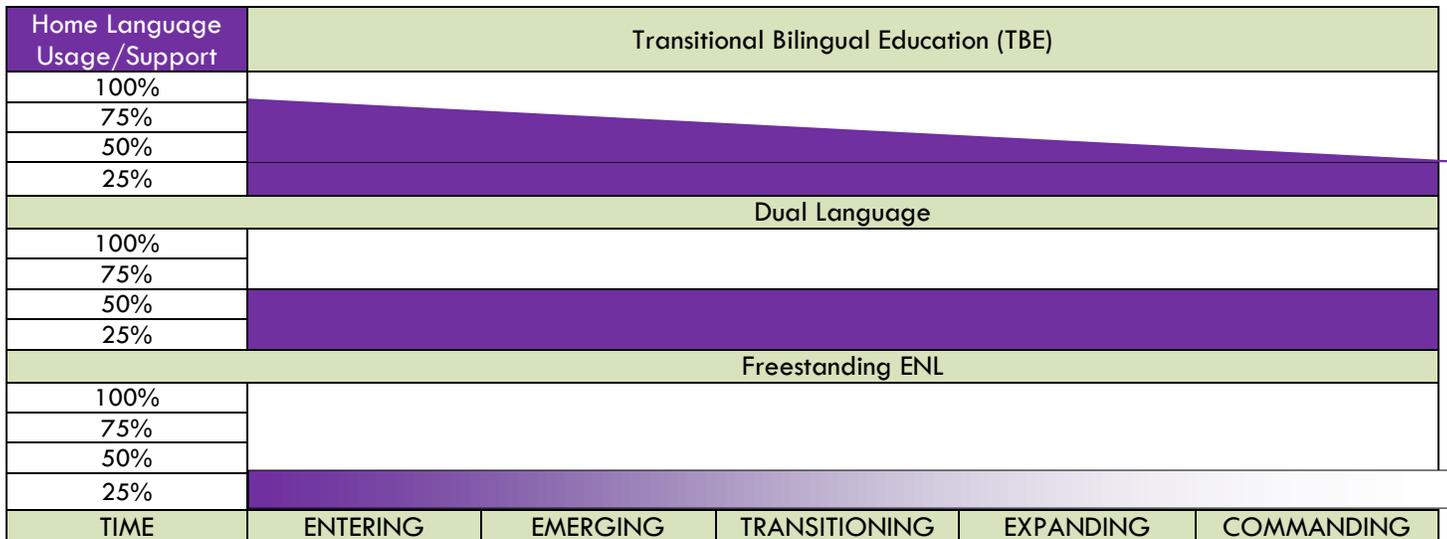


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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 implemented a Response to Intervention (RTI) program at our school for students, including ELLs. Tier one intervention was conducted by the child's homeroom teacher in the classroom based on the results of schoolwide assessments. Tier two intervention is provided by the ENL teacher. Tier three intervention was provided outside of the regular class time. The language of instruction is always English for students in the ENL program and varies in Spanish/English for students in the bilingual program based on the child's dominant language.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
All teachers are made aware that they are teachers of ELLs. Teachers are made aware through conversations and professional developments presented by the ENL teachers. The classroom teachers are given a profile of their ENL students. For grades K-2, we are using Ready Gen. There are ELL strategies in the Ready Gen scaffolding handbook that help support the needs of the ELLs. It includes cognates and academic language building strategies. In grade 3-5, we are using Expeditionary Learning. Expeditionary Learning is project based and has many built in ELL strategies such as vocabulary books, graphic organizers and chunking the text. Expeditionary Learning's lessons are based on the science and social studies topics for each specific grade. Both ReadyGen and Expeditionary Learning have built in assessments that the ENL teachers use to guide future lessons. For science the school uses FOSS. FOSS has many hands on learning activities. Also, it has built in assessments. The school uses Houghton Mifflin social studies curriculum to guide their lessons. During stand alone ENL the teachers use resources based on the math, science and social studies topics the students are covering in the classrooms.
12. What new programs or improvements will be considered for the upcoming school year?
We will continue to align and modify our ENL instruction to meet the demands of the CCLS, and the new NYSESLAT and include additional UDL strategies. We will continue to focus 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 continue to use formative and summative assessments to monitor the ELLs progress. We will continue to review and update the LAP.
13. What programs/services for ELLs will be discontinued and why?
We will not be discontinuing any services.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
This year the Kindergarten through second grade ELLs were invited to be a part of the Saint Johns University Plus Books After School Program that will run after school on Fridays from October 2015-May 2016. This program used children's background knowledge to support language and mathematics.
The entering, emerging and transitioning 3-5 graders were invited to be a part of the Title III Friday Success Academy Program. The program will run every Friday after school from October to May, aligned to the Saint Johns University Plus Books. The program focused on building listening, speaking, reading and writing skills. The teachers were all licensed bilingual or English to Speakers of Other Languages. In addition, the expanding and commanding ELLs are invited to a supplemental program on Thursdays after school.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Every classroom is equipped with a Smart Board. The classrooms have been equipped with new laptops that are accessible to all students. All teachers have Ipads that can be used to gather information or visuals during small groups instruction. Other instructional materials are FOSS, Ready Gen, Expeditionary Learning, 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. Also, teachers use readinga-z.com, Raz, Discovery Education, Smart Exchange, Brainpop and readwritethink.org. Readinga-z.com has leveled books that teachers use for native language support.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
In ENL, native language support is delivered by providing home communication and instructional materials in their language. Also, students are allowed to communicate with each other in their native language and to ask questions to the teacher in this language as well. In the bilingual classroom the native language support is delivered during the literacy block every day and during the content area time. The transitional bilingual classroom has books in both Spanish and English in both the content areas and leveled library. Some classes have bilingual paras and teachers.
17. Explain how the school ensures all required services/resources support and 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 kindergarten through fifth grade students. ELLs are grouped together in mostly one classroom to enable integrated ENL service. The stand alone ENL services are provided with no more than a two grade span per group. The ENL teachers scaffold and

differentiate rigorous grade level texts. Our ELLs are given the tools to access grade level texts and are expected to perform at their proficiency level.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

In June we had Kindergarten orientation in order to be prepared for September. We host a Back To School Fair to inform parents of learning opportunities in the community. The ENL teachers and parent coordinator hold a series of parent workshops during the course of the school year. Also, the parent coordinator is involved in many programs/ activities throughout the year that benefit our parents and in return our students. There is synergy among our bilingual parent coordinator, schools counselor, PTA president and teachers in order to involve all ELLs and parents in activities throughout the year.

19. What language electives are offered to ELLs?

n/a

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

n/a

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

The ENL teachers, special education, bilingual and common branch teachers attend professional developments offered by the Staten Island Borough Field Support Center. To date our ENL teachers have attended "Instructional Implications of the New Service Delivery for English Language Learners". In addition special education, bilingual, and ENL teachers attended "Oral Language Development with Thinking Routines". Furthermore, the ENL teachers will be providing professional development for all members of the staff.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

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. Teachers participate in action research to enhance their professional expertise. They also build their capacity in their understanding of NYS Common Core State Standards by participating in school professional development sessions focused on CCSS. Furthermore, they attend professional developments offered by the Staten Island Borough Field Support Center.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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, the school will provide teachers and students the opportunity to intervisit a middle school and have conversations with teachers regarding their expectations for middle school ELLs. Students receive invitations from various middle schools for their open house.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

We will be conducting ELL specific professional developments for staff members so that 15% of the required professional development hours will be dedicated to language acquisition, content instruction and a focus on best practices for coteaching strategies. Bilingual and ENL teachers will attend a minimum of 50% of the required professional development hours engaging in topics such as language acquisition in core content area instruction. Also including a focus on best practices for coteaching strategies and integrating language and content instruction for ELLs. ENL teachers will maintain copies of all professional development workshop agendas and attendance sheets.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Letters will be sent home to invite parents to participate in individual meetings to address the goals of the ENL and bilingual program. The meetings will be held during the parent engagement time from 2:45-3:20. We will discuss the child's language development progress and needs in content areas. If needed, translators will be available.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

All ELL teachers keep a written log of communication with parents. During all meetings the parents sign in. The sheet is stored in the ELL compliance binder.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The Parent Coordinator, Evelyn Rodriguez, has been involved in many parental programs for the FLES learning community. One program, that the parent coordinator helped develop, is titled "My Hero and Me Eight Week Fatherhood Program". Staff members, along with the parent coordinator, facilitate sessions. As part of this program they go on a trip with their children. Also, a culminating event occurs at the end of the program to acknowledge their commitment to the eight week program. Another program is "Cook Shop". During "Cook Shop" the parents assist in creating healthy meals. An additional program, which the parent coordinator helped develop, titled "The Strength of a Woman" involves ELL parents. Furthermore LiteracyINC provides a very involved parent academy program that's four sessions long. This program is geared toward helping parents lead their own reading activities inside and outside the school.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? P.S. 74 partners with:

LiteracyINC-provides literacy workshops for parents; Staten Island University Hospital -provides health screenings and important literature to keep parents informed; IDNYC-provides information on how to obtain an ID; Community Health Center of Richmond-provides health insurance information and clinical services; Project Hospitality-provides information on food stamps; UFT-provides resources on Dial-A-Teacher, parent workshops, parent conferences; Saint George Library-provides resources on how to obtain a library card; Parents as Art Partners-provides opportunities for the school to come together through the arts; New York Legal Assistance Groups-provides parents with resources on obtaining residency, tax ID and free legal services

5. How do you evaluate the needs of the parents?

At the time of enrollment we assess the written and spoken language of families of incoming students. If the staff member is unfamiliar with their language we have them point to the "Language Identification Guide" card. Being that many members of our staff speak a second language, we usually ask a member of the staff to assist with translations. If we don't have a staff member that speaks their language we would call the Translation and Interpretation line. If the parent speaks a second language, the certified ENL teachers assist with completing the Home Language Identification Survey in their native language. Also, part III of the Home Language Identification Survey informs the staff as to which language to communicate in oral and written form with the families. In addition, during the registration process we provide LEP parents with translated Emergency Cards. On the Emergency Cards they must identify which language they prefer to communicate with the school in oral and written form. The school enters the written and oral language preference into ATS so the information can be easily accessed from the Adult Preferred Language report.

6. How do your parental involvement activities address the needs of the parents?

Our parental involvement activities address the needs of parents because they are directly related to their child's success in school. The school sends out a monthly bilingual calendar which includes all activities students and parents will be engaged in. Activities include PBIS information, parent workshops, PTA meetings, class trips, picture day, Open Access, Families as Learning Partners and school spirit information. 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.

D. Additional Information

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

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nicole Reid- Christopher	Principal		10/31/15
Hanin Hasweh	Assistant Principal		10/31/15
Evelyn Rodriguez	Parent Coordinator		10/31/15
Wanda Sousa	ENL/Bilingual Teacher		10/31/15
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Vanessa Clarke	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **31R074** School Name: **Future Leaders Elementary School**
Superintendent: **Anthony Lodico**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

As parents come in to the main office to register their child we are able to assess language preference of the parent community for both written and oral communication through greeting and enrollment interview, if office staff unfamiliar with language we have them point to the Language I speak card and get a bilingual staff that can to assist the parent . If we don't have a staff that speaks their language we would call the T & I over the phone translation. Also during the registration process we provide LEP parents with Translated Emergency cards, Home Language Identification Survey Part III, and provide us with their preferred language for writem and oral communication. We enter the LEP parent written and oral language preference into ATS and add to the adult preferred language report.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

As of July 22, 2015 Parent's Preferred Languages Report we have Albanian, Arabic, Bengali, Chinese, French, Hindi, English, Russian, Spanish, and Vietnamese

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Newsletter, annual handbook, calendars, Parent Teacher Conference Announcements, after school programs, New York State testing dates, Grading and scoring, report cards. We utilize the school support in the Intranet and go to Translated documents and use the parent letters and templates translated in different languages. Our school building also has bilingual staff who provide translation of written documents as on a needed basis.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

September 9/16-PTA Meeting, 9/17-Curriculum Open House, 9/30-Coffee & Chat w/Mrs. Christopher/Title 1 Parent Meeting, 10/7-PTA Meeting, 11/4-PTA Meeting, 11/5-PTC, 12/2-PTA Meeting, 3/3-PTC

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

We will utilize if needed the T & I Unit over the phone interpretation services. Our bilingual in-house staff can translate documents to parents. We will also utilize the school support/translated document in the Intranet and the T & I Unit to translate documents to our LEP Parents.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Our school community bilingual in-house staff who can assist in interpretation Spanish, Arabic, and Albanian for School functions. Also we have our in-house PTA Secretary who can interpret in Bengali. Also we will utilize the T & I Unit over the phone interpretation.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

All teachers and staff received a bright color card stock with the T & I Unit over the phone interpretation number to call and steps on what to do for assistance. They also have the T & I Unit language identification guide to assist LEP parents point to their preferred language. A staff letter will be disseminated to make sure everyone is aware of their obligation with respect to the Language Access and how to assist LEP parents. Our school agent has the language identification card and the T & I Unit school agent card to call for assistance .

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The following posters is provided and located in the entrance of our school building: Welcome poster, Multilingual sign please see a staff for translation and interpretation services. The parents Bill of Rights was sent home backpack in September. Also, we put extra Parent's Bills of Rights in different lanugaes on the bullentin board. The Language ID Guide is kept in the main office and school agent to assist LEP parents with their preferred language of communication. A Parent Guide to Language Access is given to parents to use when in school building for school functions and parent teacher conference. Also Common Core parent information is posted on bullentin in different languages for parents to take.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parents receive an in-house parent Survey which also requires to write down which language they would prefer to receive in written documents and feedback on the services and availability to be involved and what workshops they would like the school to provide. The in-house survey is sent out in the month of October. Also in March parents receive the NYC Parent Survey to gather parents quality and availability of services.