



P.S. 003 THE BEDFORD VILLAGE

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 003 THE BEDFORD VILLAGE
ADDRESS: 50 JEFFERSON AVENUE
TELEPHONE: 718-622-2960
FAX: 718-623-3193

TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

SECTION I: SCHOOL INFORMATION PAGE	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE	4
SECTION III: SCHOOL PROFILE.....	5
Part A. Narrative Description	5
Part B. School Demographics and Accountability Snapshot.....	6
SECTION IV: NEEDS ASSESSMENT	10
SECTION V: ANNUAL SCHOOL GOALS.....	11
SECTION VI: ACTION PLAN	12
REQUIRED APPENDICES TO THE CEP FOR 2009-2010	13
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM	14
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)	17
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION	24
APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS	26
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING	30
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....	32
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)	33

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 331300010003 **SCHOOL NAME:** P.S. 003 The Bedford Village

SCHOOL ADDRESS: 50 JEFFERSON AVENUE, BROOKLYN, NY, 11216

SCHOOL TELEPHONE: 718-622-2960 **FAX:** 718-623-3193

SCHOOL CONTACT PERSON: KRISTINA BEECHER **EMAIL ADDRESS:** KBeeche@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Susan Dowling

PRINCIPAL: KRISTINA BEECHER

UFT CHAPTER LEADER: Lisa North

PARENTS' ASSOCIATION PRESIDENT: Monique Ngozi Nri

STUDENT REPRESENTATIVE:
(Required for high schools) n/a

DISTRICT AND NETWORK INFORMATION

DISTRICT: 13 **CHILDREN FIRST NETWORK (CFN):** Grapevine 306

NETWORK LEADER: MARGARITA NELL/Tatyana Ulubabova

SUPERINTENDENT: JAMES MACHEN

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Kristina Beecher	Principal	
Susan Dowling	UFT Member	
Beverly Salmonese	UFT Member	
Lisa North	UFT Chapter Leader	
Stephen Mohny	UFT Member	
Monique Nri	Parent	
Khem Irby	Parent	
Yvette Sylla	Parent	
Sherry Rutherford	DC 37 Representative	
Patricia Jones	P.T.A VP Event Planner	
Vereonica Slater	Parent	
Toni Armstrong-Scott	Parent	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

□

PS 3 / The Bedford Village School is the oldest public school “in continuing and contiguous existence” in New York City. Since the early 1700’s, there has been a schoolhouse in Bedford, a farming hamlet and crossroads settled by Dutch families. Photos of earlier buildings include a one-room school, which the Brooklyn Public Library claimed as home of the first public library in Brooklyn during its own, recent Centennial commemoration. The Bedford Village School continues to be the cornerstone of this historic, brownstone Bedford-Stuyvesant neighborhood.

We are a Pre-Kindergarten to fifth grade School-Wide Projects and Comer School with committed stakeholders, progressive leadership and instruction, and community partnerships and support. Student academic achievement through project-learning takes place in a standards-based core curriculum integrated with the Arts, Technology and Physical Education. We have an active School Leadership Team involved in school management and on-going comprehensive educational planning. This is our mission statement:

We the staff and parents envision P.S 3/The Bedford Village School as a stimulating learning center

...

- in which all children will learn;
- where parents and teachers will work together to address the academic and social needs of our children in the school and community;
- where children will achieve in an enriched, integrated standards-based curriculum that responds to the diverse cultural heritage of our children;
- in which independent study, critical thinking skills and The Arts are nurtured;
- in which education and citizenship are promoted and enhanced, and where a love for learning is perpetuated.

Since 1990, we have been on the forefront of educational reform in New York City. Our initial reform efforts were sponsored by the Board of Education’s Office of School Reform and was supported by the United Federation of Teacher. We were awarded grants from the **DeWitt-Wallace/Readers’ Digest Fund** for Library/Media Center enhancement and the **Annenberg Challenge for Arts Education** for Arts development. Recently, we received several **New York City Council** grants for the improvement of Science and Technology instruction.

We are distinguished by our sustained commitment to the Arts. We have Drama, Music and Visual Arts teachers. We have a chorus, band and recorder ensemble, taught in an after school program. **Education Through Music (ETM)** and the **Orchestra of St. Luke's (OSL)** have been our partners in Music education for a decade. **ARTSCount** funding supports student museum visits to the **Brooklyn Museum** and performing arts partnerships with **OSL, ETM, and Forces of Nature Dance and Theater Co** and concert attendance at **Carnegie Hall** and the **New York City Opera**. Additionally, **The Morgan Library and Museum, MoMA** (Museum of Modern Art) and **MoCADA** (Museum of Contemporary African-American Diaspora Art) provide class visits and art-making experiences for all students in grades 2-5.

Community-based **Partnership With Children (PWC)** helps our CARE Team provide counseling, crisis-intervention, peer-mediation, and conflict resolution services for students, as well as parent workshops. NYC's Department of Health operates an in-school Medical and Dental Clinic.

We have an active PTA (Parent-Teacher Association) that promotes home-school communications, parental involvement, and school development.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 003 The Bedford Village								
District:	13	DBN #:	13K003	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input checked="" type="checkbox"/> Pre-K	<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	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	45	53	53		92.3	93.2	TBD		
Kindergarten	74	77	107						
Grade 1	89	95	96	Student Stability - % of Enrollment:					
Grade 2	103	91	98	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	94	99	97		93	92.75	TBD		
Grade 4	94	87	106						
Grade 5	91	83	80	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		62.6	62.6	77.7		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		11	25	TBD		
Grade 12	0	0	0						
Ungraded	0	1	1	Recent Immigrants - Total Number:					
Total	590	586	638	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					3	5	7		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	22	17	19	Principal Suspensions	0	0	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	4	9	Superintendent Suspensions	0	1	TBD		
Number all others	16	18	24						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	37	37	44	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	1	1	2	Number of Teachers	48	45	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	9	10	TBD
				Number of Educational Paraprofessionals	3	3	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	72.9	82.2	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	64.6	71.1	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	81	80	TBD
American Indian or Alaska Native	0.3	0.7	0.9	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.7	90.8	TBD
Black or African American	87.6	82.6	79.9				
Hispanic or Latino	5.6	7	6.9				
Asian or Native Hawaiian/Other Pacific Isl.	5.9	6.5	8.2				
White	0.5	1.4	1.4				
Multi-racial							
Male	48.3	47.1	47.3				
Female	51.7	52.9	52.7				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School:		If yes, area(s) of SURR identification:					
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	√	√					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White							
Multiracial	-	-					
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	3	3	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	72.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	8.7	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	18.1	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	41	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	4.5	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

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

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

□

2009-10 data is not currently available and we will update the information as we receive it.

After reviewing various assessment data, we noted an upward trend in student performance in all tested subject areas. In all grades, test results indicate significant improvement from 2006-2009. School wide, we increased in ELA from 2008-2009 from 65.4% to 75.9% scoring at level 3-4. In grade 3 we went from 50% to 70%, in grade 4 from 55.4% to 62% and in grade 5 from 53.4% to 68% in that period of time.

School wide in mathematics, we went from a 84.0% in 2008 to 88.2% in 2009. In grade 3 we went from 67% to 90%, in grade 4 from 54.5% to 85% and grade 5 from 47.9% to 78%.

In grade 4 science, we showed gains in the multiple choice, extended response and performance portions of the test over the same period of time. Overall, we increased from 70.5% to 72.8%.

We have closed the achievement gap for our special education and Black students. Our ELL population is small, less than 1% of the total school population and is not indicated as data on our school report card.

We maintained an A on our 2008-09 Progress Report , and therefore were not required to participate in Quality Review.

Strengths and accomplishments which have led to increased student achievement in general which can be measured on standardized testing:

- An experienced, dedicated and knowledgeable staff that collaborates in a collegial manner
- Data is used to support and challenge students and differentiate instruction
- Desire to research and provide best practices
- Staff voluntarily attends professional development sessions during and after the school day and shares acquired knowledge
- Increase expertise in and comfort with data interpretation which leads to differentiation of instruction
- Improved quality of writing instruction which leads to an improved writing product
- Increase in the use of art and technology in all curriculum areas
- Long term collaborations with arts partners and cultural institutions
- Dedicated support staff
- Knowledgeable administrators who are also educators

- Partnership With Children (PWC), a private social work agency has been housed in our school for seven years, attends to the social and emotional needs of our students and provides support for parents and staff
- All students in grades K-5 receive small group instruction of either intervention or enrichment based on data collection that enables flexible grouping
- Weekly school-wide Town Hall Meetings provide a forum for community building among students and staff
- Parent workshops in both academic and social topics are regularly scheduled

Challenges which are barriers to student achievement:

- Budget constraints prevent us from purchasing additional materials and supplies to fully support our instructional and arts program
- Budget constraints have prevented us from fully continuing our extended day program that provided additional intervention and enrichment for our students
- The formula that determines our peer and cohort comparisons by the city has been linked to the return of Lunch applications. Many of our parents are immigrants and refuse to complete the form that requires social security information
- Limited parent involvement in our school

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> To increase learning and performance in all grades in all subject areas; Increase the number of students by 5% who are on or above proficiency levels as measured by the NYS ELA Mathematics, Social studies, and Science assessments in all testing grades : In K-2 using Fountas and Pinell reading levels: 85% of kindergarten students will be reading at a minimum of Level B; 90% of 1st grade students will be reading at a minimum level B; 90% of 2nd grade students will be reading between levels G,H, I 88% of 3rd grade students will be reading between levels K,L increase stamina in ELA	<input type="checkbox"/> To increase learning and performance in all grades in all subject areas; Increase the number of students by 5% who are on or above proficiency levels
100% of the staff will do inquiry work around grade wide common assessments such as the Periodic assessment,ECLAS-2 performance, Everyday Math and Treasures Unit Tests, Content area projects, and writing samples	<input type="checkbox"/> To build consistency throughout the school using data to inform and differentiate instruction that will result in increased performance on assessments.
Increase the average attendance of parents at PTA meetings and workshops by 10%; Increase the number of parent volunteers by 10%	<input type="checkbox"/> To increase sustained, consistent participation by parents in all areas of the school community; to promote parents as learning partners.
<input type="checkbox"/> All classes in grade k-5 will use the mobile laptops, wireless multi-media equipment, two smart boards and the Library Media Center for research and academic support	<input type="checkbox"/> to infuse technology into all curricula areas
Every child will participate in at least one class performance in an assembly	<input type="checkbox"/> To continue to

program and/or Town Hall meeting; Every child will create a minimum of one visual arts project projec; Every class will attend at least one performance at a concert hall or theater and an exhibition at a museum or gallery	integrate the visual and performing arts into all classes
---	---

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject Area

(where relevant) : _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> To increase learning and performance in all grades in all subject areas; Increase the number of students by 5% who are on or above proficiency levels as measured by the NYS ELA Mathematics, Social studies, and Science assessments in all testing grades : In K-2 using Fountas and Pinell reading levels: 85% of kindergarten students will be reading at a minimum of Level B; 90% of 1st grade students will be reading at a minimum level B; 90% of 2nd grade students will be reading between levels G,H, I 88% of 3rd grade students will be reading between levels K,L increase stamina in ELA</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> Support the implementation of the Treasures Anthology program in grades 1-5; continue the implementation of Little Treasures in pre-kindergarten, a literature based program; increase vocabulary development through the use of a comprehensive word study program; Set aside time for independent reading; increase vocabulary development and building a base of background knowledge by reading in all genres of literature with an emphasis on non fiction work; provide training and assist in the implementation of the Imagine Learning Program, an interactive on-line intervention program for ELL and at-risk ELA students; Tailor assessments to reflect differentiated learning styles using the ARIS web-site, and Treasure assessments;</p> <p>Continue to implement a mathematics block that contains spiraling instruction, vocabulary development, computational skills, problem solving both individually and through cooperative learning and making real world connections.</p> <p>Fund two Science Specialists who use an inquiry based approach to learning i a lab setting</p> <p>Fund one library media specialist/literacy coach to provide support, intervention and</p>

	<p>enrichment</p> <p>Provide intervention and/or enrichment for all students during the school day</p> <p>Fund an extended day program that provides intervention and/or enrichment</p> <p>Fund the READ program for at- risk students in grade 1</p> <p>Support an extended day program for ELL students</p> <p>sSupport the Robotics program after school</p> <p>Fund one f-status teacher who provides intervention and enrichment</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Library Media Specialist/Literacy Coach Title I ARRA SWP</p> <p>Arts Education Coordinator/Tech TL FSF</p> <p>F-status intervention teacher Title I SWP</p> <p>2 Science Specialists Title I ARRA SWP, TL FSF, Title I ia Supplemental</p> <p>READ program Title I SWP</p> <p>Extended Day for ELL students Title III LEP</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Every 2 months there will be a review of progress using teacher made assessments and acuity results. This will be discussed during inquiry team meetings. 5% gains at the end of the year will be measured by the results of the NYS standardized tests in ELA, Mathematics and Science
---	--

Subject Area
(where relevant) : _____

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	100% of the staff will do inquiry work around grade wide common assessments such as the Periodic assessment, ECLAS-2 performance, Everyday Math and Treasures Unit Tests, Content area projects, and writing samples
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> All teachers will meet on grade level once a week to discuss strategies and plan for assessments and activities to differentiate instruction. School level inquiry team will meet once a week to review data with input from other teams. The Inquiry team will target 17 Level I ELA students as identified by the 2009/10 state assessments in grade 4. Regular review of progress will be monitored by the team.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> Inquiry Team TL Childfren First Inquiry Team funds
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> At monthly grade conferences and weekly Inquiry team meetings findings and data will be discussed and reviewed to monitor progress towards this goal

Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Increase the average attendance of parents at PTA meetings and workshops by 10%; Increase the number of parent volunteers by 10%</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Monthly calendars and flyers with school information are generated and distributed; the school web-site is available to all parents and updated on a regular basis; parents will be surveyed and we will build a network of support based on their strengths; workshops which are linked to the social and academic performance of students will be scheduled to accommodate parents' needs; parent coordinator will host workshops that reflect feedback from surveys and needs assessments; Global Connect will provide a telephone network for parent outreach</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Title I SWP and Title I ARRA SWP will be used to fund parent involvement activities</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Monthly reviews of attendance at PTA meetings and workshops will indicate whether we are on target to meet our goals.</p>

Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> All classes in grade k-5 will use the mobile laptops, wireless multi-media equipment, two smart boards and the Library Media Center for research and academic support</p>
---	---

<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> All students have access to mobile laptop carts, Smart Board and other equipment. Regular usage of these materials will be monitored through a log which is kept by the Tech coordinator and evidence of projects in classrooms and throughout the school</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> We have purchase an intervention program with TL NYSTL software funds from Imagine Learning to support language acquisition of our ELL population. Apart Technology coordinator who has trained a core of upper grade students to assist early grade teachers and classes is funded through TL FSF. Additional equipment has been purchased to supplement our classrooms through TL NYSTL Hardware funds.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> The use of the Mobile Laptop Carts, the Library Media Center by classes will be monitored through the monthly review of class projects, cart logs and class usage recods at the Library Media Center.</p>

Subject Area
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Every child will participate in at least one class performance in an assembly program and/or Town Hall meeting; Every child will create a minimum of one visual arts project projec; Every class will attend at least one performance at a concert hall or theater and an exhibition at a museum or gallery</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> We have several arts partners that provide instruction to our students and professional development for our staff in our effort to integrate the arts into our curriculum. Education through Music(ETM) and Orchestra of St Lukes(OSL) also provide quality performances for our students. OSL is working on integrating science and social studies with oour students creating original music that will culminate in an end of term performance by our students. Shadow Box Theater which is currently housed in our school also provides professional development for our drama teacher. Allowing her to participate in behind the scenes preparatory work and to assist her with a culminating project with her students. Students</p>

	attend various performances on a regular basis
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> ETM is funded through Title I SWP; OSL is funded through grants; the Arts Coordinator is funded through TL FSF; The Art teacher is funded through TL FSF and Title I Supplement funds as is our Drama teacher; the Music Teacher is funded through TL FSF monies.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Weekly town meetings that include performances by classes will be attended by all; End of year programs by OSL highlight original music created by students; Culminating performance by the drama teacher will reflect professional development received that will enhance the presentations. Throughout the year ETM will host performances by our early grade students.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	40	40	N/A	N/A	20		53	
1	38	38	N/A	N/A	30		4	
2	40	40	N/A	N/A	25		7	
3	40	40	N/A	N/A	40		11	
4	60	60	60	60	35		17	
5	42	42	2	45	30		54	
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<input type="checkbox"/> Small group literacy instruction during the school day by IEP teacher using Wilson Instructional Materials Small group instruction for grades 4-5 during lunch tutorials using various strategies Small group all grades ESL intervention after school using the arts and phonemic awareness programs by the ESL teacher and the Art/Literacy specialist Small group at risk instruction in grade 1 after school using the READ program and resources One to one grade 1 tutoring after school to support the READ program Small group grades 3-5 after school assessments preparation using various strategies for at risk students
Mathematics:	<input type="checkbox"/> Small group grades 2-5 the school day by IEP teacher using manipulatives and math strategies Small group grades 4-5 using various strategies aligned with classroom math programs during lunch tutorials Small group grades K-5 during the school day aligned with classroom math programs by specialist intervention
Science:	<input type="checkbox"/> Small group grades 4 and 5 using lab techniques, extend response and performance activities during lunch tutorials Small group grade 4 and 5 using lab techniques, extend response and performance activities by specialist intervention
Social Studies:	<input type="checkbox"/>
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> One to one intervention grades k-5 during the school day using guidance techniques

At-risk Services Provided by the School Psychologist:	none
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> Whole class, small group, one to one, peer mediation, conflict resolution workshops, crisis counseling, and boys group grades K-5 where appropriate during and after the school day using various techniques by Partnership with Children
At-risk Health-related Services:	<input type="checkbox"/> Asthma, diabetes workshop for whole classes grades 2-5 during the school day by on-site Department of Health Nurse

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

K-5

Number of Students to be Served:

LEP 48

Non-LEP 0

Number of Teachers 1

Other Staff (Specify) 0

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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

□

The Core curriculum used in our school reflects NYC's mandated core curriculum and NYS standards. Depending on their grade and English proficiency levels, ELLs get engaged in those lessons through differentiated instructions and in small group settings with the ESL Teacher. The same approach is extended to math and other content area subjects. Additionally, bilingual glossaries are provided to students who are literate in their home languages. They practice using them in school and take them home for other assignments. Students that are identified to be "at risk" receive Academic Intervention Services daily for a full class period. One consistent approach of this service is the use of materials that are different from most of what is used in the regular classroom. Under the guidance of our Principal, Kristina Beecher, the teachers make a conscious effort to keep every student engaged and motivated. We meet once a week to strategize and review the progress of individual students.

Students are identified by a review of the Home Language Survey conducted by the Pupil Personnel secretary and the ESL teacher. Testing of identified students with the LAB-R and NYSESLAT determines level of proficiency. At the beginning of the school year, the ESL teacher holds a parent orientation for parents of students newly enrolled in the program. They watch the video prepared for them and discuss their choices. They also receive information about PS 3's ESL program and the school in general. They are also informed about the different ESL programs that the city provides. Parents generally prefer their children to be integrated into a general school population, where they will receive, through our freestanding ESL services, immersion in both language and content area instruction.

These services include the use of research-based methods of ESL instruction, such as the SIOP Model, The Language Experience Approach, TPR and a wide range of instructional scaffoldings. Our students also have access to a wide variety of audiovisual materials while in school. Those materials include video components of ESL lessons, books on tape and picture dictionaries recorded on CDs. We have found these types of materials to be very effective for various aspects of language acquisition: vocabulary, schema building, pronunciation, comprehension and interactive learning.

Professional Development Program

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

□

The ESL Teacher is also committed to participate in off-site workshops, provided by the Community Learning Support Organization network and by the city's BETACs that are designed especially for ELLs. He is to provide turnkey training to the staff. Topics of interest include: strategies to implement differentiated instruction, instructional scaffoldings for ELLs, authentic assessment, and math content and skills. In monthly staff meetings, classroom teachers, specialists, pedagogical support personnel and school administrators share and discuss content and delivery of curriculum and their alignment to the implementation of the above-mentioned ESL strategies and approaches for our ELLs.

Section III. Title III Budget

School: Bedford Village School
BEDS Code: 331300010003

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) - Per session - Per diem	11,700.	<input type="checkbox"/> 2 teachers \$84.00x2 hr x3 days= \$504.00/week 2 paraprofessionals \$20.00 x2 hrx3 days = \$120.00/week
Purchased services - High quality staff and curriculum development contracts	0	The ESL teacher is highly qualified.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	3300.00	<input type="checkbox"/> We purchased book series on tape, ESL-specific books with visual cues, and a leveled library. We also purchased math manipulative (blocks, tiles, craft sticks), glue guns to build two and three-dimensional figures, paper, markers, scissors, NYSESLAT books, computer programs and other supplies. A portion of the funds is used to cover subscription to a monthly newspaper designed for English learners. Students and parents share this newspaper. Finally, some of the funds are used to pay for refreshments for ELL parent workshops.
Educational Software (Object Code 199)	0	N/A
Travel	0	N/A

Other	0	N/A
TOTAL	3300	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Using the Home Language Survey, we assessed the needs of our population. When available, we used the services of parents, pedagogical and custodial staff to translate and communicate with parents in their home language.

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

Findings are reported at School Leadership Team, Care Team, Data/Inquiry Team, Cabinet and Parent Association Meetings. Our major language groups are Arabic, Bengali, Fulani, Spanish, French and Wolof.

Part B: Strategies and Activities

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

We reach out to the community and we get the support of parent and other community members who were able and willing to provide translation services.

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

We reach out to the community and have gotten the support of parents and other community members who were able and willing to provide translation services.

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

The school has several mechanisms in place to foster parent involvement. There are various P.T.A. activities. Parents are represented in the School Leadership body where plans regarding curriculum and the school administration are discussed. Every new parent of an ELL has the opportunity to come to the school for a parent orientation to view the video presentation prepared by the New York City Department of Education about English language instruction. At least, two other meetings take place where parents get the latest updates and can discuss various educational issues that are of interest to them. Translation is provided as needed. As a part of the school procedures to notify parents and keep them engaged, the parent coordinator, Mrs. Atasha Harris, calls every parent 48 to 24 hours before a scheduled meeting to remind them and get a commitment from them regarding their participations. The following agenda was covered at the last orientation meeting:

Agenda

1. Welcome!
2. Program Placement and Exit
3. Testing Policy
4. Promotional Policy
5. Educational Support
6. Community Resources for the Family

7. Parent Involvement

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	363,312	230,846	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	3633.12		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	18,165.60	*	
4. Enter the anticipated 10% set-aside for Professional Development:	36,331.20	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

We set aside funds to assist any new teachers that we hire to fulfill the requirements to reach highly qualified status.

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

**P.S. 3
50 Jefferson Ave
Brooklyn , N.Y.11216**

Parent Involvement Policy

P.S. 3 will build the capacity for strong and effective parental involvement for all parents, including parents of ELL students and students with disabilities, and to support a partnership among the school community to improve academic achievement and social development through the following activities :

- Provide necessary literacy training for parents in all subject areas through workshops
- Provide materials and training to help parents work with their children to improve their children’s academic achievement , such as literacy training, using technology through workshops
- Provide assistance in helping parents understand how to monitor their child’s progress through workshops
- Provide opportunities to volunteer in the school through sponsored Learning Leaders Training
- Provide to each parent information about links to ARIS for access to their child’s performance on city and state assessments
- Provide opportunities for regular meetings for parents to formulate suggestion and to participate as appropriate in decisions about the education of their children, i.e. SLT, PTA, School Orientation meetings
- Provide information to parents in alternative formats i.e. parents with disabilities, translation services
- Provide information to staff members on how to reach out to communicate with and work with parents as equal partners

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

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

A copy of the school's parent involvement policy and school parent compact was disseminated to parents on November 10, 2009.

School Parent Compact

The school and parents working collaboratively to provide for the successful education of the children agree to:

PS 3 will:

1. Provide high quality curriculum instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement by hiring highly qualified teacher and providing support and materials for the delivery of instruction.
2. Hold parent teacher conferences once in the fall and once in the spring term.
3. Report to parents on their children's progress three time a year
4. Provide reasonable access to staff by appointment, before or after school, during lunch or on preparation periods.
5. Provide opportunities for parents to volunteer and participate in school activities
6. Involve parents in the planning, review and improvement of the school's parental involvement policy.
7. Involve parents in the joint development of Schoolwide Program plan at School Leadership and committee meeting.
8. Hold an annual meeting to inform parents of the schools participation in Title I programs and notify parents of students' participation in educational programs as appropriate.
9. Provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
10. Provide each parent and individual student report about the performance of their child on the state assessments in Math and ELA.

Parent Responsibilities

I, as a parent, will support my children in the following ways:

- Monitor attendance
- Make sure homework is completed
- Monitor amount of television watched
- Volunteer in the school
- Participate as appropriate in decisions related to my children's education
- Promote positive use of my child's extra-curricular time

- Stay informed about my child’s education and communicate with the school by promptly reading all notices from the school or school district or region and responding as appropriate
- Serve to the extent possible on School Advisory Councils or policy making groups

Signatures:

Date	Parent(s)	Student/Class
-------------	------------------	----------------------

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

□

- An experienced, dedicated and knowledgeable staff that collaborates in a collegial manner
- Data is used to support and challenge students and differentiate instruction
- Desire to research and provide best practices
- Increase expertise in and comfort with data interpretation which leads to differentiation of instruction
- Improved quality of writing instruction which leads to an improved writing product
- Long term collaborations with arts partners and cultural institutions
- Dedicated support staff
- Knowledgeable administrators who are also educators
- Partnership With Children (PWC), a private social work agency has been housed in our school for seven years, attends to the social and emotional needs of our students and provides support for parents and staff
- All students in grades K-5 receive small group instruction of either intervention or enrichment based on data collection that enables flexible grouping
- Weekly school-wide Town Hall Meetings provide a forum for community building among students and staff
- Parent workshops in both academic and social topics are regularly scheduled

Challenges which are barriers to student achievement:

Budget constraints prevent us from purchasing additional materials and supplies to fully support our instructional and arts program
Budget constraints have prevented us from fully continuing our extended day program that provided additional intervention and enrichment for our students

Limited parent involvement in our school

Transient nature of participation of students in temporary housing

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

□

Our Literacy program, scheduled for 90 minutes daily, in grades Pre K, 2-5 uses a reading language arts anthology that provides for differentiation of instruction for all students including at-risk and ELL students. Grades K and 1 utilize a balanced literacy program including the Foundations Language Program. These programs are supported by leveled libraries that match books to student reading levels in the classroom, trade books available in the Reading Resource centers, a

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

□

- thirty seven and 1/2 minutes of intervention is included in the school day.
- ESL after school literacy program
- READ program for grade 1
- Renzulli Thinking Program
- Insight Writing Program
- Family Literacy Nights
- Partnership With Children sponsored workshops
- Lunch Tutorials
- Content based extended day programs

o Help provide an enriched and accelerated curriculum.

□ We continue to search out and form collaborations with various community based organizations to assist us with our mission and provide our staff and students with new and exciting programs to enrich our curriculum and furnish varied learning experience. In 2009-10 we will continue these initiatives.

- o Meet the educational needs of historically underserved populations.
 - Through these initiative we will meet the educational needs all students including historically underserved populations.
- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

□

Flexible grouping in all grades and at all levels is evident throughout the school. Lab Site modeling and professional development in K and 1 focused on grouping for writing and reading using the data from teacher observational tools. In grades 2-5 grouping by interest, as well as, academic performance using Teacher created tests and Acuity results is evident. Professional development at grade and staff conferences focused on differentiation and grouping for instruction in the classroom. Second grade teachers led workshops on how to differentiate instruction in the classroom.

Our population of students with special needs include 45 ELL students and 2 self contained classes and 2 CTT classes. We continue to provide quality intervention for these students. They receive AIS 4 days a week during the school day. An after-school program is funded with Title III funds for all ELL students will be established. The intervention provides teaching literacy using the arts, visual and performing, as well as the basics of ESL instructional strategies. After school programs also use technology and scientifically based strategies, as in the READ program. Teacher made assessments and observations are used to assess the efficacy of these programs and monitors progress of the students in the program.

- o Are consistent with and are designed to implement State and local improvement, if any.
 - Our programs are consistent with and are designed to implement State and local improvement.

3. Instruction by highly qualified staff.

□ We encourage staff members to complete their education and set aside funds to assist them in this pursuit. When we recruit new staff, we look for those who are highly qualified.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

□

All planned professional development will reflect the National Professional Development Standards and will focus on academic performance in the previously identified areas of ELA, math, science, social studies, technology and the arts. The school will provide intensive, on-going professional development by the principal, assistant principal, intervention specialists, technology specialist, library/media specialist/literacy coach, arts education coordinator, arts specialists, science specialists and outside consultants, such as PWC Inc, Education through Music, Inc. This professional development will include modeling of instruction, peer inter-visitation, workshops in best practices, study groups, extension of school professional library, and content area integration. We will provide time for curriculum planning and development through weekly professional development, weekly common preps, monthly grade conferences, flexible scheduling, and after school workshops.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

We recruit certified teachers at job fairs, through interviews, by recommendation and require demonstration lessons and references which are reviewed by the schools cabinet before hiring new teachers.

6. Strategies to increase parental involvement through means such as family literacy services.

Parental involvement will increase due to a new and energetic parent coordinator, whose agenda includes facilitating meetings and workshops on various topics of interest to support the home school connection, the PTA, the Learning Leaders Program and the parent volunteer program, family activities and parent handbook. Our new PTA leadership is dynamic and committed. A monthly calendar and yearly social calendar are developed with the School Leadership Team. Workshops will be provided by school based staff, parent coordinator, PWC Inc and other outside agencies and consultants. Sessions will be scheduled based on the needs and requests of parents.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Our CEP will provide smooth transition from pre-school and home into our early childhood program. We will organize and present student transition orientation meetings for parents and instructors of local pre-school programs. In addition, pre-school staff will be invited to all training and professional development on the acquisition of language and literacy in children and balance literacy strategies. Parents of pre-school students will be invited to all workshops. The parent coordinator, school staff and PWC will provide these services. Parents are invited to stay with pre-k students for a limited period time to acclimate the new students to the school

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

We include teachers in decision making through discussions of goals, programs and intentions with grade leaders, administrators, specialists, and f-status personnel at staff conferences, grade conferences and inquiry team meetings. A free exchange of ideas, opinions and needs are encouraged.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

An initial benchmarking of students in ELA and Quick-write is required in all grades. Teacher conference with students in reading and writing determining progress that has been made. The results of the Acuity Predictive and Interim Assessment are reviewed and discussed with staff. All data available is used to provide insight into grouping for differentiation of instruction and informing future instructional topics.

In mathematics, we use 6 week interval assessments, teacher conferencing and observation, end of unit assessments, midpoint checks and teacher made assessments to assist in monitoring progress and provide data for differentiation of instruction. After a review of data, students

will be provided with appropriate intervention, including 37 1/2 minutes intervention, small group instruction, extended day inclusion and peer tutoring.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
□ The Care Team, SBST, PWC, Inquiry Team, Interevention Team and Cabinet provide forums specific to addressing the needs of all our students.

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

Explanation/Background:

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

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

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

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

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

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

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

N/A

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

N/A

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

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

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

N/A

7. Provide strategies to increase parental involvement; and

N/A

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

N/A

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
12
2. Please describe the services you are planning to provide to the STH population. As a SWP school all students, including those in temporary housing, are encouraged to participate in all programs including extended day programs. Progress is monitored by the classroom teachers, the administration and the Inquiry team. When needed support services are provided by the appropriate staff. The Parent Coordinator, Guidance Counselor and Partnership with Children provide additional support including basic supplies, if necessary, as well as counseling and referral services.

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
n/a
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 n/a
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.
n/a

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_13K003_021111-142116.doc

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CLSO 3	District 13	School Number 003	School Name The Bedford Village
Principal Kristina Beecher		Assistant Principal Richard Douglass	
Coach Stephen Money		Coach type here	
Teacher/Subject Area Michael Cooper/Art		Guidance Counselor C. Frank	
Teacher/Subject Area Crystal Ayler/ SETSS		Parent Ahmed Abdulla	
Teacher/Subject Area Susan Dowling / Librarian		Parent Coordinator Atasha Johnson-Harris	
Related Service Provider Beverly Salmonese/Reading		Other type here	
Network Leader Irma Marzan		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School		Total Number of ELLs		ELLs as Share of Total Student Population (%)	%
------------------------------------	--	----------------------	--	---	----------

Part II: ELL Identification Process

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

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

Students are identified by a review of the Home Language Survey conducted by the Pupil Personnel secretary and the ESL teacher. Testing of identified students with the LAB-R and NYSESLAT determines level of proficiency. At the beginning of the school year, the ESL teacher holds an orientation meeting for parents of students newly enrolled in the program. They watch the video prepared for them and discuss their choices. They also receive information about PS 3's ESL program and the school in general. They are also informed about the different ESL programs that the city provides. Parents generally prefer their children to be integrated into a general school population, where they will receive, through our freestanding ESL services, immersion in both language and content area instruction.

A section of the home language identification survey that parents complete when they enroll a child in school asks them to indicate their preferred language of correspondence with the school. The following staff provide written translation for parents: Mr. Francois, ESL Teacher (French), Ms. Castro and Ms. Velasquez (SBST) for Spanish. Additionally, for the other languages identified, the school submits parent letters to the translation unit of the New York City Department of Education via e-mails. The unit returns the translated letters in a timely fashion. They are then sent to parents accordingly.

Oral interpretation is provided in-house by bilingual school staff and parent volunteers. We also contract an outside vendor, the Legal Interpreting Services (LIS) of Long Island City, New York. This is a paid service which provides interpreters for a minimum of two hours for events like parent-teacher conference, IEP, testing, or psychological evaluation.

Based on the students' scores from the most recent NYSESLAT, we have put in place a number of mini-programs to meet every ELL educational needs. Special Education students are served as per their IEPs and appropriate services are provided to all mainstream learners. These services include the use of research-based methods of ESL instruction, such as the SIOP Model, The Language Experience Approach, TPR and a wide range of instructional scaffoldings. Our students also have access to a wide variety of audiovisual materials while in school. Those materials include video components of ESL lessons, books on tape and picture dictionaries recorded on CDs. We have found these types of materials to be very effective for various aspects of language acquisition: vocabulary, schema building, pronunciation, comprehension and interactive learning.

The parent surveys indicate that parents prefer their children to be integrated into a monolingual classroom, where they will receive, through our freestanding ESL program, immersion in both language and content area instruction. Through parent orientation, information is disseminated about the various alternative ESL programs. If a parent expresses preference for a transitional bilingual education (TBE) or dual language program, we provide them with up-to-date information about placement. Parents receive monthly correspondence informing them about school activities, workshops and conferences that offer a forum for discussion of their child's progress and needs. Review of the patterns of parent requests does not indicate a desire for TBE. The sizes of the linguistic groups represented in the school do not at this juncture warrant any program expansion. So for the foreseeable, we will continue to serve our English language learners through the Freestanding ESL Model.

All the programs that are being implemented in our school - core curriculum, enrichment, extracurricular activities - have been designed to mirror the goals and objectives articulated in the following mission statement:

We, the staff and parents, envision the Bedford Village School/PS3 as a stimulating learning center in which all children will

learn...where parents and teachers will work together to address the academic and social needs of our children in the school and community...where children will achieve in an enriching, integrated curriculum that responds to their diverse cultural heritage...in which independent study and critical thinking skills are nurtured, citizenship is promoted, and a love for learning is perpetuated.

Part III: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														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	48	Newcomers (ELLs receiving service 0-3 years)	37	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> 0						
Dual Language	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> 0						

ESL	□37	□0	□3	□10	□0	□1	□1	□0	□0	□48
Total	□37	□0	□3	□10	□0	□1	□1	□0	□0	□48
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	2	2	0	1	0								6
Chinese	0	0	1	0	0	0								1
Russian														0
Bengali	4	2	3	3	6	1								19
Urdu														0
Arabic	0	0	0	0	1	2								3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	5	6	3	1	2								19
TOTAL	7	9	12	6	9	5	0	0	0	0	0	0	0	48

Part IV: ELL Programming

A. Programming and Scheduling Information

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

The overall majority of new admits who are eligible for ESL services test at the beginning level; a small percentage of these students test at the intermediate level. The ESL program at PS 3 provides a nurturing environment that promotes effective teaching and learning, and encourages respect for the diverse cultures of students. All ELLs are provided the same high quality instruction and enrichment that monolingual students receive.

The data from the NYSESLAT assessments indicate that as students receive instruction and are immersed in their monolingual classes, their knowledge of English improves significantly. Most new admits who did not pass the LAB-R tested at the Beginning level. Of those who did not test out last spring, 25% are at the advanced level, 59% at the intermediate level, and 16% remain at the beginning level, although significant progress has been made in all the modalities. The state recommended time allocations get implemented in the following ways: 360 minutes of instruction for students at the beginning and intermediate level; 180 minutes for those at the advanced level.

Our ESL strategies are infused into content area instruction. The following is a partial list of approaches and methods we use to make content and language instruction comprehensible:

1. The language experience approach (LEP), which focuses on reading instruction based on activities and stories developed from personal experiences of the learner. This approach has several benefits. It brings together writing, reading, art, and language. It extends the learners' creativity in storytelling through writing. It helps learners understand that what they think and say can be written. It is learner-centered and demonstrates that the learners' thoughts and language are valued. It provides reading material that is predictable and readable because it uses the learners' natural language.
2. Total Physical Response (TPR). This method allows the learner to internalize the patterns and sounds of the language through spontaneous physical responses such as looking, laughing, smiling, turning, watching, grasping, holding, sitting, or running.
3. Cognitive Academic Language Learning Approach (CALLA). This strategy was created specifically for students with limited knowledge of English. It enables them to become more proficient so that they can take part in content directed instruction. The main goal is for students to learn the content and skills necessary to become successful in their academic pursuits.
4. Sheltered Instruction Organization Protocol (SIOP). Also known as specially designed academic instruction in English (SDAIE), Sheltered Instruction is a method whose main goal is to teach content to students learning English through a developmental language approach. One advantage of this approach is the fact that it draws from and complements methods and strategies advocated for both second language and mainstream classroom.

We will also supplement instruction with Pearson Learning and other appropriate, research-based programs. The ESL classroom will mirror all classrooms in the school that reflect best practices in instruction. Materials that are readily accessible to students include a classroom library, monolingual and bilingual dictionaries, bilingual glossaries in the content area subjects, audio-visuals such as books on tapes, picture cards, flash cards, math tools and manipulative.-

As indicated above, students receive the NYS mandated ESL allocated instruction time based on proficiency levels. Our ESL strategies are infused into content area instruction. We supplement instruction with Pearson Learning and other appropriate programs. Our rationale for deciding on a particular program focuses on some components and principles that accelerate English language learning through the use of their applications and provide the basis for cognitive development and language mastery. Those components include thematic units, balanced literacy, phonics concepts, and strategies such as instructional scaffolds that enable students to tackle challenging tasks, and

authentic literature that engages students.

We implement a freestanding ESL program, using the pull-out model of instruction, which consists of “pulling out” students from their regular classes for special classes of ESL instruction. We have no SIFE students. We have one long-term ELL who is completing his sixth year. Professional development sessions will cover language acquisition, scaffolding instruction in literacy and mathematics, balanced literacy with consideration for ELLs, in order to raise every teacher’s awareness about their students’ specific educational needs.

Classroom teachers also share some of the ESL teacher’s visuals such as picture books and picture cards in order to enhance vocabulary acquisition and comprehension. Students in testing grades receive state mandated accommodations at test times. Students who have reached the proficiency level get testing accommodations for two additional years, and are eligible to participate in all enrichment programs, including those designed specifically for current and former ELLs. Targeted intervention programs focus on the reinforcement and expansion of the school wide curricula, with emphasis on students’ weaknesses in content area subjects.

An extended day program which consists of literacy instruction for ESL students will continue throughout the school year and is funded by a Title III grant.

Workshops for the parents of ESL students are scheduled to take place on a monthly basis. An ESL class is also slated to meet weekly to help immigrant parents learn English. This is in addition to other workshops that are provided for parents of the general school population. Topics to be covered include Math Application in School and at Home, Understanding Our Place Value and Number System, Response to Literature, Testing Policies.

The Language Acquisition Team consists of Mr. Francois, ESL teacher; Mr. Cooper, Art specialist; Mr. Abdullah; music specialist; Mr. Mohney, technology specialist; Ms. Legere, Assistant Principal and Ms. Beecher, Principal.

One certified ESL Teacher, Mr. Francois, services students from all the grades (K-5).

Native Language Support

Native language support is an important component of ESL instruction. Research indicates that native language art development accelerates the literacy gains in both the native language and English, validates the prior knowledge students bring, and bolsters self-esteem. In order to capitalize on this resource, we are providing our English learners with books in their native languages, bilingual glossaries and dictionaries, buddy systems, and technology enrichments such as CDs and DVDs. Some of these bilingual resource materials are also being made available to parents to facilitate the student/families’ acculturation and to provide them with the skills and knowledge to become active participants at work and in their children’s school. We also strive to use practices that are culturally responsive to students. Culturally sensitive practices reduce the level of anxiety in newcomers and contribute to accelerate language acquisition.

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

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

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

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

Native Language Arts and Native Language Support

standards. Depending on their grade and English proficiency levels, ELLs get engaged in those lessons through differentiated instructions and in small group settings with the ESL Teacher. The same approach is extended to math and other content area subjects. Additionally, bilingual glossaries are provided to students who are literate in their home languages. They practice using them in school and take them home for other assignments. Students that are identified to be “at risk” receive Academic Intervention Services daily. One consistent approach of this service is the use of materials that are different from most of what is used in the regular classroom. Under the guidance of our Principal, Kristina Beecher, the teachers make a conscious effort to keep every student engaged and motivated. We meet once a week to strategize and review the progress of individual students.

Assessment

Our ELLs are assessed periodically with their mainstream classmates; they also get Interim assessments designed specifically to measure their progress in English language acquisition, particularly as it pertains to reading and writing. But above all, we design assessment that is authentic and resembles reading and writing in the real world and in school. This objective is achieved through systematic observation and documentation of progress; formal assessment which provides a snapshot view; informal assessment such as student work samples and conferences with students and parents. The overall assessment is the New York State English as a Second Language Achievement Test (NYSESLAT), which is administered in the spring and ascertains every ELL language proficiency level for the following academic year. P. S. 3 is fortunate to have a good array of enrichment and extracurricular activities that are integrated into the school curriculum. All ELLs participate in music, art, and gymnastics. Students in grades 1 through 5 learn the fundamentals in computer technology. Additionally, all students in grades 4 and 5 participate in a program called “Partnership with Children”, which offer them a platform for intellectual growth and conflict resolution through journalism for the former and peer mediation for the latter. A well structured, grade specific after-school program is available to students who need extra help. Many are taking advantage of this resource.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

N/A

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Monthly Professional Development sessions are scheduled to take place at the school level. In those sessions, the school’s principal, Ms Beecher and the two assistant principals, Ms Legere and Mr. Douglass, discuss the manner in which the school curriculum must be implemented. Their presentations are supported by some of the teachers’ best classroom practices.

The ESL Teacher is also committed to participate in off-site workshops, provided by the Community Learning Support Organization (CLSO), the Children First network (CFN), and by the city’s BETACs, that are designed especially for ELLs. He is to provide turnkey training to the staff to help them meet the minimum 7.5 hours of ELL training as per Jose P requirement, in addition to ESL college credits they may have accumulated. Topics of interest include: strategies to implement differentiated instruction, instructional scaffoldings for ELLs, authentic assessment, and math content and skills. In monthly staff meetings, classroom teachers, specialists, pedagogical support personnel and school administrators share and discuss content and delivery of curriculum and their alignment to the implementation of the above-mentioned ESL strategies and approaches for our ELLs. Monthly sessions are scheduled to take place at the School level. The ESL Teacher is also committed to participate in off-site workshops that are designed especially for ELLs. P.S. 3 recognizes the need to Introduce innovative teaching methodologies and instructional programs such as:

~ Cognitively Guided Instruction (CGI): An approach to mathematics instruction that helps teachers to understand children’s intuitive mathematical thinking.

~ Sheltered Instruction Observation Protocol (SIOP): Lesson preparation and delivery model that helps teachers promote students’ English

language development through subject matter instruction.

~ The Cognitive Academic Language Learning Approach (CALLA): An instructional model for second language learners based on cognitive theory and research. CALLA integrates instruction in priority topics from the content curriculum, development of the language skills needed for learning in school, and explicit instruction in using learning strategies for academic tasks.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

The school has several mechanisms in place to foster parent involvement. There are various P.T.A. activities, monthly meetings, weekly ESL Class, and parent workshops designed to empower parents and increase their level of participation in school matters. Parents are represented in the School Leadership body where plans regarding curriculum and the school administration are discussed. Every new parent of an ELL has the opportunity to come to the school for a parent orientation to view the video presentation prepared by the New York City Department of Education about English language instruction in our school and throughout the city. At least, two other meetings take place where parents get the latest updates and can discuss various educational issues that are of interest to them. Translation is provided according to the established protocol already explained above. The following agenda was covered at the last ELL parent orientation:

Agenda

1. Welcome!
2. Program Placement & Exit
3. Testing Policy
4. Promotion Policy
5. Educational Support
6. Community Resources for the Family
7. Parent Involvement
8. Q & A

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	5	3	1	2	2	2								15
Intermediate(I)	0	4	8	3	3	1								19
Advanced (A)	2	2	3	1	4	2								14
Total	7	9	12	6	9	5	0	0	0	0	0	0	0	48

NYSESLAT Modality Analysis

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

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

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

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

NYS Social Studies									
--------------------	--	--	--	--	--	--	--	--	--

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

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

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

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

Our ELLs are assessed periodically with their mainstream classmates; they also get Interim assessments designed specifically to measure their progress in English language acquisition. But above all, we design assessment that is authentic and resembles reading and writing in the real world and in school. This objective is achieved through systematic observation and documentation of progress; formal assessment which provides a snapshot view; informal assessment such as student work samples and conferences with students and parents. The overall assessment is the New York State English as a Second Language Achievement Test (NYSESLAT), which is administered in the spring and ascertains every ELL's current language proficiency level.

Reviews of the most recent NYSESLAT and periodic assessment point to strong academic gains in the areas of reading and speaking. Students' performances in the two other modalities (listening and writing), especially in grades 2 and 3, remain weak. To help bring everybody up to speed in every area, we have increased the use of technology and made it available to every student. A reading program software allows students to listen to a text as they read it. The recordings include pauses after chunks of words, which give low-level readers time to repeat to improve pronunciation. In addition to logging their readings, they learn to produce oral and written responses by listing important facts from a non-fiction reading, producing a sequence chart or a story map after reading a fiction piece.

After reviewing the results from ECLAS/EPAL, the school leadership team worked with the classroom and ESL teachers to implement a set of approaches and strategies to help students improve their skills in the areas of phonemic awareness and reading comprehension, which are the most challenging academic skills for them, as reflected in those assessments. We provide them with reading series which focus on critical strategies like understanding word pattern, word family, rhyming, and sentence structure.

Additional Information

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

We are in the process of acquiring new literacy licenses for our ELLs. With a click of the mouse, they will be able to practice important skills such as phonics, understand parts of speech, and develop literacy competence and mastery at their own pace. The program is called "Imagine Learning". It is very effective for students in every grade and at different levels of English language proficiency.

Part VI: LAP Assurances

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 003 The Bedford Village					
District:	13	DBN:	13K003	School		331300010003

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	53	53	55		92.3	93.2	92.2
Kindergarten	77	107	99				
Grade 1	95	96	102	Student Stability - % of Enrollment:			
Grade 2	91	98	92	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	99	97	96		93.0	92.8	92.0
Grade 4	87	106	90	Poverty Rate - % of Enrollment:			
Grade 5	83	80	97	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	0	0	0		62.6	77.7	77.7
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		11	25	39
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		3	5	7
Ungraded	1	1	3				
Total	586	638	634				

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	17	19	15	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	4	9	12	Superintendent Suspensions	0	1	5
Number all others	18	24	41				

These students are included in the enrollment information above.

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:							
<i>(As of October 31)</i>	2007-08	2008-09	2009-10				
# receiving ESL services only	37	44	TBD	Number of Teachers	48	45	49
# ELLs with IEPs	1	2	TBD	Number of Administrators and Other Professionals	9	10	6
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals	3	3	8

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	72.9	82.2	87.8
				% more than 5 years teaching anywhere	64.6	71.1	81.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	81.0	80.0	89.8
American Indian or Alaska Native	0.7	0.9	1.3	% core classes taught by "highly qualified" teachers	98.7	90.8	100.0
Black or African American	82.6	79.9	77.9				
Hispanic or Latino	7.0	6.9	7.3				
Asian or Native Hawaiian/Other Pacific	6.5	8.2	9.1				
White	1.4	1.4	2.1				
Male	47.1	47.3	47.5				
Female	52.9	52.7	52.5				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White							
Multiracial	-	-					
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	3	3	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	29.4	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	6.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.2	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	17.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.5						

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

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 13k003

All Title I SWP schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	363,312.	230,846	594,158.
2. Enter the anticipated 1% set-aside for Parent Involvement:	3633.	2308.	5941.
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	18,166	*	
4. Enter the anticipated 10% set-aside for Professional Development:	59,410.	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school

and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

6. Strategies to increase parental involvement through means such as family literacy services.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

Explanation/Background:

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

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

code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	x			363,312.	x	14-19, 31-37
Title I, Part A (ARRA)	Federal	x			230,846.	x	21-23, 31-37
Title II, Part A	Federal	x			44,775.	x	14-19, 34-37

¹ **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

² **Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title III, Part A	Federal	x			15,000.		24-27, 46-57
Title IV	Federal	x			n/a		----
IDEA	Federal	-----			-----		-----
Tax Levy	Local	x			2,533,429.		14-19, 34-37,