



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P. S. 3K, THE BEDFORD VILLAGE SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 13k003

PRINCIPAL: KRISTINA BEECHER EMAIL: KBEECHE@SCHOOLS.NYC.GOV

SUPERINTENDENT: BARBARA FREEMAN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Kristina Beecher	*Principal	
Lisa North	*UFT Chapter Leader	
Patricia Jones	*PA/PTA President	
Sherry Rutherford	DC 37 Representative, if applicable	
n/a	Student Representative <i>(optional)</i>	
n/a	CBO Representative, if applicable	
Susan Dowling	Member/teacher	
Stephen Mohny	Member/teacher	
Beverly Salmonese	Member/teacher	
Toni Armstrong-Scott	Member/parent	
Monique Ngozi Nri	Member/parent	
Yvette Sylla	Member/parent	
Sufeea Bouna	Member/parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2012, teacher effectiveness and rigor of instruction in ELA will be increased through analytic and reflective Inquiry Work as measured by increased student achievement on standardized assessments.

Comprehensive needs assessment

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

An in-depth needs assessment was distributed to staff and parents surveying their reflections on what was effective and what needed attention during the past school year. Conversations with staff and parents at various forums provided additional insight into ways that we may increase student performance and teacher effectiveness. Also, data from our 2010-11 Progress Report was reviewed and discussed. Our school received a C in Student Progress, Student Performance, and School Environment. We were deemed not effective in Closing the Achievement Gap. We determined that we needed to investigate the causes of our lack of progress. Acuity results, Benchmark and Unit tests, as well as informal assessments, and writing tasks were used to inform the conversation. Additionally, we determined that this year our Inquiry work will focus on analysis of specific tasks and responses using Danielson's "Framework for Teaching", the 16 Habits of Mind and the ATLAS Protocol.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

All teachers and staff will engage in collaborative examination of student work with time specific evidence-based feedback. They will interpret assessment data, analyze and discuss student work, develop essential questions and lessons during collaborative time to align tasks and lessons to the Common Core State Standards (CCSS) and Common Core Learning Standards (CCLS) in ELA; 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; Tailor assessments to reflect differentiated learning styles using the ARIS web-site, and Treasure assessments; All students will engage in performance tasks that will be analyzed collaboratively to evaluate student understanding and inform differentiation of instruction.

The alignment of the Treasures Literacy Program, which is used in all grades, with kindergarten being introduced this year, will foster a consistency of instruction across the grades. All classes will increase non-fiction reading and writing. Our goal is that in grades 4 and 5, 50% of the materials read will be non-fiction and informational text, focusing on content area readings in social studies and science and varying the complexity of questioning to strengthen Depth of Knowledge and increase academic vocabulary. Staff will meet in grade level (horizontal) and school wide (vertical) Inquiry groups which will follow the Atlas learning protocol used to analyze student work. Analysis of “Quick Writes” and published pieces will be done at Inquiry meetings. Team members will share and review 2-3 published pieces and use rubrics that are developed collaboratively. Evidence of the writing process, as exhibited in writing notebooks, will be reviewed. Every team will have a facilitator who will remind the group of the norms of no fault, collaboration, and consensus, and with the group, establish a time limit for each part of the process :

- Describing the student work
- Interpreting the student work
- Reviewing the quality of our questioning techniques
- Varying the complexity of questions at each grade level
- Assessing the implication for classroom practice
- Reflecting on the process- which should lead to teacher action for next steps implications
- Debriefing on the process

Professional development through lab-sites, inter-visitation and turnkey training will be provided by staff and other resources. Charlotte Danielson’s **Framework for Teaching** will be used as the foundation for discussions. Workshops and seminars will be given to inform and instruct various constituencies across the school about the ELA Common Core Standards and how we are changing our instruction to reflect this methodology and to provide 21st Century skills to make all students college and career ready and to bridge communication between home and school placing us all on the same trajectory. In addition to the Treasures Literacy Program, we will add the following focus to include a consistent structure throughout the school on a monthly basis.

ELA Focus:

September /October-Listening through Accountable Talk and Read Alouds- with focus on folk literature (fables, tall tales and myths) using SLANT as a School wide mechanism

November-Reading literature and using questioning techniques /depth of knowledge

December-Non-fiction Strategies for Reading and Writing

January- Written analysis of informational texts including biographies and auto biographies

February Written opinions based on an analysis of informational texts

March- Reading and writing of mysteries with analysis of genre and characters

April- Reading and writing of poetry with analysis of meaning and form

May /June - Reviewing of all genre and a choice of instructional focus

Strategies to increase parental involvement

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

The Title I parent committee convened in October, 2011 and formed multiple sub-committees to support programs at PS3. A questionnaire was distributed to gather ideas for the expenditure of Title I/SWP parent funds. Among those ideas presented were:

- Increase home support by providing materials to bolster at home library in content area in genre focus
- Develop a survey in conjunction with PWC to address the needs of the parents.
- Workshops and seminars will be given for parent groups to inform and instruct them about the Common Core Standards in ELA and how we are changing our instruction to reflect this methodology and to provide 21st Century skills to make all students college and career ready and to bridge communication between home and school placing us all on the same trajectory
- Provide materials and training to help parents work with their children to improve their children's academic achievement , such as literacy training, and using technology
- 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 each parent information about links to ARIS for access to their child's performance on city and state assessments
- Provide information to parents in alternative formats i.e. parents with disabilities, translation services
- Provide opportunities to volunteer in the school through sponsored Learning Leaders Training
- Provide information to staff members on how to reach out to communicate with and work with parents as equal partners

Strategies for attracting Highly Qualified Teachers (HQT)

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

A needs assessment was distributed to determine strengths and weaknesses of pedagogical staff. Where support is needed, as determined by administrative recommendation and surveys, expert teachers will be paired with less experienced teachers to strengthen teacher effectiveness and reflect the collaborative spirit of the school.

• Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- MOCADA for grades 3-5 integrating literacy and technology
- Cookshop, a cooking and nutrition program for grades K-3
- Library Media Specialist/Literacy Coach to provide support, intervention and enrichment
- Provide intervention and/or enrichment for targeted students after the school day
- An extended day program that provides intervention and/or enrichment for ELL students
- The READ program for at- risk students in grade one

- Support the Robotics program after school
- Two Science Specialists who use an inquiry based approach to learning in a lab setting
- One f-status teacher who provides professional development and intervention/ enrichment for students

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan
 - One Library Media Specialist/Literacy Coach to provide support, intervention and enrichment- TL FSF
 - Provide intervention and/or enrichment for all students during the school day-TL FSF
 - Extended day program that provides intervention and/or enrichment-PTA 501C3-
 - READ program for at- risk students in grade 1-
 - Extended day program for ELL students integrating literacy and the arts with Title III –LEP funds
 - LEGO ROBOTICS program after school integrating science, math, technology and literacy –GRANT
 - Two Science Specialists who use an inquiry based approach to learning in a lab setting –TL FSF; Title IIa
 - One f-status teacher who provides professional development for staff and intervention/enrichment for students-TL FSF
 - MOCADA-Museum based grant

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2012, we will increase teacher effectiveness and rigor of instruction in Mathematics through analytic and reflective Inquiry Work as measured by increased student achievement on standardized assessments

Comprehensive needs assessment

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

We reviewed the data from our 2010-11 Progress Report. Our school received a C in Student Progress, Student Performance, and School Environment. We were not effective in Closing the Achievement Gap. We determined that we need to increase our awareness of the causes of our lack of progress. It is necessary for us to initiate a more focused Inquiry process.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

In Mathematics, all teachers and support staff will engage in collaborative examination of student work with timely, specific, evidence-based feedback. They will interpret assessment data, analyze and discuss student work, develop lessons to solve authentic real world problems during collaborative time to align tasks and lessons to the Common Core Standards (CCLS) and National Council of Teachers of Mathematics (NCTM)'s Principles for School Mathematics. The six principles are Equity, Curriculum, Teaching, Learning, Assessment and Technology. During Inquiry work teachers will use exemplars to assist in analyzing work and understanding the thinking used to solve problems and create critical questions. We will build academic vocabulary with accountability. Teachers will model mathematics instruction and/or construct viable arguments and critique the reasoning of others.

Each grade Inquiry Team will review content emphases by Cluster and determine the most critical material for instruction and create lessons with focused instruction. All classes will continue to implement a mathematics block that contains spiraling instruction, vocabulary development, computational skills, and problem solving both individually and through cooperative learning and making real world connections

An analysis of exemplars, student Math Journals, (a reflection of student thinking) and Destination Math (a computer based program) will be

done at Inquiry Meetings. Team members will share and review a minimum of 2-3 exemplars in each unit and use rubrics which are developed collaboratively. Work samples will be analyzed during meeting times to evaluate the level of understanding (Novice, Apprentice, Expert, Practitioner) The monthly focus will be brought to the Inquiry Team for further study and analysis using the ATLAS protocol.

All classes will engage in the solution of a performance task to encourage the analysis of student and teacher work which will ensure understanding for all students including the students with disabilities and ELL.

To support the math curriculum and Everyday Math, we will use a variety of materials and techniques with a school wide commonality.

Math Focus:

September/October	- Operations and Algebraic Thinking
November-	Numbers and Operations in Base Ten
December/January	Fractions
February/ March	Ratios and Proportional Relationships
April	Expressions and Equations
May/June	Congruence

Strategies to increase parental involvement

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

Workshops and seminars will be given for parents to inform and instruct them about Mathematics Common Core Standards and how the school is aligning our instruction to reflect this new process to provide 21st Century skill to make all students' college and career ready.

- Met with the Title I parent committee in October, 2011 and formed multiple sub-committees to support programs at PS3. A questionnaire was distributed to gather ideas for the expenditure of Title I/SWP parent funds. Among those ideas presented was:
 - the implementation of at home support of student learning by increasing home library in content area text.
 - Provide training through Learning Leader to train volunteers to work with students in after school programs and classrooms.
 - Distribute a survey is being developed in conjunction with Partnership With Children (PWC) to assess the concerns and needs of the parents. The PTA has received a 501C3 that allows us to create an extended day program, the Bedford Village Afterschool, which incorporates music, technology, art and homework help.
 - Provide necessary math literacy training for parents
 - Provide materials and training to help parents work with their children to improve their children's academic achievement , such as proficiency with CCLS and CCSS using manipulatives and technology
 - Provide assistance in helping parents understand how to monitor their child's progress
 - Provide to each parent information about links to ARIS for access to their child's performance on city and state assessments
 - 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

Strategies for attracting Highly Qualified Teachers (HQT)

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

A needs assessment was distributed to determine strengths and weaknesses of pedagogical staff. Where support is needed, as determined by administrative recommendation and surveys, expert teachers will be paired with less experienced teachers to strengthen teacher effectiveness and reflect the collaborative spirit of the school.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - Cookshop, a food and nutrition program sponsored by the Brooklyn Food Coalition, Grow NYC, Kraft Food et al
 - Robotics Program an afterschool program integrating math, technology, literacy and critical thinking skills
 - ELL extended program
 - The P.S. 3 Garden Initiative an extension of our early childhood science program incorporating horticultural and nutrition skills
 - Destination Math- an on-line intervention program
 - Workshops and turnkey training

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Fund one Library Media Specialist/Literacy Coach to provide support, intervention and enrichment
 - Provide intervention and/or enrichment for targeted students in an after school program
 - Fund an extended day program that provides intervention and/or enrichment
 - Support an extended day program for ELL students
 - Support the Robotics program after school funded through a National Science Foundation grant
 - Fund two Science Specialists who use an inquiry based approach to learning in a lab setting
 - Fund one f-status teacher who provides professional development for staff and intervention/ enrichment for students
 - Destination Math- Title 1 funding
 - The P.S. 3 Garden Initiative- - NYC Grow grant

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2012, there will an increase in communication among various members of the school community, including staff, parents and students

Comprehensive needs assessment

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

The reason for the acquisition of this program is in direct response to information from the Educational Survey and the needs assessment distributed by Partnership With Children (PWC). The finding was that there is a need for improved timely communications and information about links to extending the learning experience outside of the school environment.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

All staff and parents will have access to current and updated information via our newly established eChalk web-site: <http://thebedfordvillageschool.com>, to improve home-school connections and internal communications among staff. This will aid in making information time responsive and educationally sound. Staff can share resources and discuss best practices on-line. Parents have the opportunity to have real time collaboration interaction with staff concerning the work, progress and behavior of their children. In addition, information will be translated via a link for parents of ELLs into their native language. This program also assists teachers in creating their own space in which to communicate with parents about curriculum updates and student progress or the lack thereof. It also provides support for student's academic success with additional internet links for enrichment and re-teaching in a controlled environment. The school will provide access in the Parent Coordinator and PTA rooms for those parents who do not have home computers. Stephen Mohny and Ryan Cain will participate in Tier 1 eChalk training and turnkey the information to the entire staff. The Parent Coordinator and ESL teacher will also provide training for families for system usage and how to access information and interpret student data. In addition, the PTA will provide information on the same web-site creating a central distribution and contact point for school related matters. The web-site will include the school calendar, testing calendar, handbooks for staff and parents, medical updates, immunization status, school closing information and emergency preparedness, class and staff web-sites and links to resources for parents and students in all subject areas, and links to ARIS, Destination Math, and other areas of interest.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Provide materials and training to help parents work with their children to improve their children's academic achievement , such as math and literacy and technology
 - Provide assistance in helping parents understand how to monitor their child's progress through workshops
 - Provide to each parent information about links to ARIS for access to their child's performance on city and state assessments
 - 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
 - Provide information and materials to assist parents in understanding developmental and social needs of their children
 - Provide workshops and seminars for parents to inform and instruct them about eChalk, how the school is aligning our instruction to reflect this new process to provide 21st Century skill to make all students' college and career ready and other topics as determined by conversations surveys and needs assessments.
 - Provide workshops by Health Department Nurse on various matters of importance and interest

Strategies for attracting Highly Qualified Teachers (HQT)

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

A needs assessment was distributed to determine strengths and weaknesses of pedagogical staff. Where support is needed, as determined by administrative recommendation and surveys, expert teachers will be paired with less experienced teachers to strengthen teacher effectiveness and reflect the collaborative spirit of the school.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - Learning Leaders a parent program that provides materials and training to help parents work with children to improve their achievement level, e.g. literacy, math and use of technology.
 - e-Chalk is a multimedia tool that provides communication among various members of the school community, including staff, parents and students enabling them to communicate more effectively and to support 21st Century teaching and learning goals
 - Technology Coordinator and Science Specialist act as liaisons and facilitators for the eChalk program
 - Parent coordinator facilitates the home school connection
 - Guidance Staff communicates with students, staff, parents and outside agencies
 - PWC communicates with students, staff, parents and outside agencies
 - "Don't Laugh at Me" a bullying program that uses video, books and role playing to address this important topic
 - ESL teacher provides workshops with translation services

- Destination Math an on-line mathematics program to provide intervention and assistance for students at risk, including ELL student and students with disabilities.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - eChalk –NYSTL Software Funds
 - Tech Coordinator Title II A Supplement
 - Science Specialist Title IIA Supplement, School Support Supplement , TL FSF
 - Partnership With Children a grant
 - Parent Coordinator TL Parent Support
 - ESL teacher TL FSF
 - Guidance Staff TL Mandated Counseling, TL FSF
 - Destination Math – Title 1

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

By June 2012, we will increase teacher effectiveness and rigor of instruction in an arts curriculum that is infused into the classroom and is aligned with the Common Core Standards and New York City's Blueprint for the Arts.

Comprehensive needs assessment

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

Research shows the correlation of the arts and student achievement. Therefore we have determined that we will further support and expand our arts programs with arts-in-education providers and integrated into classroom instruction in all subject areas.

-Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

All students will receive instruction in all art forms, participate in the creation of the visual and performing arts, and experience visual arts exhibitions and performances of music, dance and theatre. All teachers will plan and implement curriculum which will reference Blueprint strands in all art forms. All teachers will be present in classes that are taught by teaching artists from our arts-in-education partners, including Education Through Music (ETM), Orchestra of St Luke's (OSL), The Morgan Library and Museum, the Museum of Contemporary African Diasporan Arts (MoCADA), The Shadowbox Theatre and Forces of Nature Dance Theater Company, as a form of professional development. Our art specialists will align their curriculum with the Blueprint and classroom curriculum. They will teach sequential skills and use rubrics to assess student work in their art form. We are an Arts Achieve treatment school, an award which will enable our Theater specialist to receive professional development in the Theater arts for five years. She will acquire knowledge and instructional skills that are aligned to the Common Core Standards and the Blueprint for the Arts, including the use of rubrics and assessments in the arts, which she will turnkey to all teaching staff in professional development workshops. As part of the Arts Achieve federal grant an Arts Education Team will be established comprised of administrative and pedagogical staff, including arts specialists and classroom teacher, and parents to support this Annual Goal.

Strategies to increase parental involvement

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

We will provide workshops and seminars for parents to participate in arts projects. We will invite them to student performances and our annual Family Day. Parent representatives will join the Arts Education Team. These strategies and activities will be promoted through the school website and monthly newsletter and calendar.

Strategies for attracting Highly Qualified Teachers (HQT)

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

A needs assessment was distributed to determine strengths and weaknesses of pedagogical staff. Where support is needed, as determined by administrative recommendation and surveys, highly qualified teachers and teaching artists/museum educators will be paired with teachers who are identified as not highly qualified to strengthen teacher effectiveness and reflect the collaborative spirit of the school.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - ETM provides early-childhood music education for all Pre-K through 2nd grade students, which includes performance experiences, and professional development for classroom teachers throughout the year
 - OSL provides three eight-week music and dance education residencies for all grade 3-5 students, professional development for classroom teachers, and three classical music concerts at various venues around the city, and our annual Family Day
 - The Morgan Library and Museum provides museum education for classes related to its collection, which includes an arts-making workshop, once-a-year for each class in grades 2-5, and professional development of participating teachers.
 - MOCADA provides an after school program of visual arts education, twice weekly, which includes a field trip to a museum and an exhibition of student art in its gallery at the end of the program
 - The Shadowbox Theatre provides students puppetry workshops with performance for grades 2-5, professional development for participating teachers, and professional theatre experiences for all students PreK-5
 - Forces of Nature Dance Theater Company provides a six-week dance education residency for all grade 3 students and a performance of their work for the school community during our annual Day of the African Child observation
 - Arts Achieve, a federal grant for NYC's DOE, provides professional development with our Theater specialist, focusing on sequential skills instruction and assessment, and support for the establishment of our Arts Education Team to monitor the implementation and assessments of arts education schoolwide
 - Bedford Village Art Club provides an after school program of visual arts education, once weekly, with field trips to art galleries, installations and museums
 - Bedford Village Ensemble provides an after school program of vocal and instrumental music education, twice weekly, with performances throughout the year at various venues
 - Town Hall meetings provide weekly performances before a gathering of the entire school community showcasing the music, dance and spoken word talents of students in all classes throughout the year

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - ETM -- Title I SWP
 - OSL -- Title I SWP
 - The Morgan Library and Museum – museum-funded
 - MOCADA – New York City Council grant
 - The Shadowbox Theater – New York State Council of the Arts (NYSCA) grant
 - Forces of Nature Dance Theater Company -- fundraisers
 - Arts Achieve – Federal grant
 - Bedford Village Art Club – teacher volunteer
 - Bedford Village Ensemble – teacher volunteer
 - Town Hall meetings – teacher led

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

By June, 2012 all students will participate in a program that will enhance team building, leadership skills and cooperative learning and develop 21st Century work ethics.

Comprehensive needs assessment

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

Our C grade in school environment indicates low expectations in academic performance, communication, safety and respect.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Partnership With Children is a school based program that is staffed by social workers who provide support and intervention for at-risk students and families. **Playworks** is a program that incorporates play into the school climate and learning environment. It encourages teamwork, cooperation, leadership skills and physical activity. The model includes five key components, which are recess activities, a junior coach program, class game time, before and after school programs and links to developmental sports leagues. Engaging all students in an incentive program that rewards positive behavior and identifies students at-risk. PWC and Playworks staff will provide training for peer mediation. **Care Team** planning and intervention support will be given to students, teachers and home. A **student government** will be developed to support the student council that will enhance team building. School elections in every class, that mirrors the election process, will be held by November 10, 2011 to coincide with general elections. Council members will share in the decision process of school discipline policy which will include rewards and consequences. Council members will be trained using the Seven Habits of Leadership and the 16 Habits of Mind.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Workshops and seminars will be given for parents to inform and instruct them how the school is aligning our instruction to reflect this new process to provide 21st Century skill to make all students' college and career ready.

- 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 suggestions 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
- Provide information and materials to assist parents in understanding developmental and social needs of their children

Strategies for attracting Highly Qualified Teachers (HQT)

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

A needs assessment was distributed to determine strengths and weaknesses of pedagogical staff. Where support is needed, as determined by administrative recommendation and surveys, expert teachers will be paired with less experienced teachers to strengthen teacher effectiveness and reflect the collaborative spirit of the school.

Service and program coordination

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

Partnership with Children (PWC) is an on-site social work agency that provides counseling and support for students, professional development for staff, and seminars and workshops for parents

Bedford Village After school provides learning activities, arts experiences, and homework help for students

Playworks provides a program that develops leadership skills

Robotics provides

MOCADA provides an after school program of visual arts education, twice weekly, which includes a field trip to a museum and an exhibition of student art in its gallery at the end of the program

ELL after school program provides a forum for differentiated learning and homework help

After school Piano program

YES an intervention program that uses Yoga techniques

Cookshop a food and nutrition program for grades K-5

Don't Laugh At Me - Anti-Bullying Program

Morning Tennis Club to enhance athletic skills, focused thinking and self esteem

Budget and resources alignment

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

Playworks City Council Funds

ELL Extended Day-Title III LEP

YES a Yoga program that is funded by a grant

PWC-grant

MOCADA - New York City Council grant

Bedford Village Afterschool Program- PTA 501C3

ROBOTICS grant

Cookshop- grant

Don't Laugh At Me (Anti-Bullying Program) Title I SWP

After school Piano program funded by parents

Guidance Counselor - TL Mandated Counseling, TL FSF

Science Teacher - Title IIA Supplement, School Support Supplement , TL FSF

Tech Coordinator - Title II A Supplement

CARE Team

Classroom Teachers and Specialists

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A			78+2	
1	52	52	N/A	N/A			4	
2	64	64	N/A	N/A			22+3	
3	65	65	N/A	N/A			43+6	
4	58	58					30	
5	38	38					36	
6								
7								
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<p>Small group literacy instruction during the school day by IEP teacher using Wilson</p> <p>Small group grades 3 and 4 during the school day of at risk students by the IEP teacher</p> <p>Small group grades 4-5 during lunch tutorials using various strategies</p> <p>Small group grades 1-5, intervention, after school, aligned with classroom literacy programs</p> <p>Small group grades 3, 4, 5 for intervention/enrichment during the school day by Library Media Specialist</p> <p>Small group all grades ESL intervention after school using the arts and phonemic awareness programs</p> <p>Small group grade 1 after school using the READ program and resources</p> <p>One to one grade 1 after school to support the READ program</p> <p>Small group grades 3-5 after school assessments preparation using various strategies</p>
Mathematics	<p>Small group grades 3 and 4 during the school day by IEP teacher using manipulatives and math strategies</p> <p>Small group grades 4-5 using various strategies aligned with classroom math programs during lunch tutorials</p> <p>Small group grades 1-5 after school intervention aligned with classroom math programs</p>
Science	<p>Small group grade 4 using lab techniques, extend response and performance activities during lunch tutorials</p> <p>Small group grade 4 using lab techniques, extend response and performance activities by specialist intervention</p> <p>Small group grade 1- 5 refining skills related to content area reading and writing</p>
Social Studies	<p>Small group grade 1- 5 refining skills related to content area reading and writing</p> <p>Small group grade 5 refining skills related to document based inquiries(DBQ) and essay writing during extended day</p>
At-risk Services provided by the Guidance Counselor	<p>One to one counseling grades k-5 during the school day using guidance techniques</p> <p>Crisis intervention</p>

At-risk Services provided by the School Psychologist	none
At-risk Services provided by the Social Worker	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	Asthma, diabetes workshop for whole classes grades 2-5 during the school day by on-site Department of Health Nurse. Visits by Health Department Doctor for checkups.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

**P.S. 3
The Bedford Village School**

PARENT INVOLVEMENT POLICY (PIP)

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

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

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

more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent-Teacher Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- provide translation services
- conduct an Annual Title I Family Day.
- hold an annual Title I Parent Curriculum Conference;

- establish a Parent Resource Center/Area that includes a lending library and instructional materials for parents;
- host events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encourage more parents to become trained school volunteers;
- provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- develop and distribute a school newsletter and a web publication, <http://thebedfordvillageschool.com>, designed to keep parents informed about school activities and student progress

P.S. 3
The Bedford Village School

School Parent Compact

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

PS 3 will:

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

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

2. 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.

3. Schedule parent teacher conferences in the fall and in the spring.

4. Report to parents on their children's progress three times a year

5. Provide reasonable access to staff by appointment, before or after school, during lunch or on preparation periods.

6. Provide opportunities for parents to volunteer and participate in school activities

7. Involve parents in the planning, review and improvement of the school's parental involvement policy.

8. Involve parents in the joint development of the Comprehensive Educational Plan (CEP) at School Leadership and committee meetings.

9. 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.

10. 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.

11. Provide each parent an individual student report informing the performance of their child on the state assessments in Math and ELA.

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

Parent / Guardian Responsibilities

I, as a parent/guardian, will support my child in the following ways:

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

Parent Signature(s) _____

Date _____

Student's Name _____ Class _____

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader 4	District 13	Borough Brooklyn	School Number 003
School Name The Bedford Village			

B. Language Allocation Policy Team Composition [?](#)

Principal Kristina Beecher	Assistant Principal Richard Douglass
Coach Stephen Mohney/Technology	Coach Dr. Rose
ESL Teacher Georges Francois	Guidance Counselor C. Frank
Teacher/Subject Area Michael Cooper/Art	Parent Patricia Jones
Teacher/Subject Area Ahmed Abdullah/Music	Parent Coordinator Atasha Johnson
Related Service Provider Crystal Ayler/SETSS	Other Susan Dowling/Library
Network Leader Irma Marzan	Other Beverly Salmonese/Reading

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	629	Total Number of ELLs	48	ELLs as share of total student population (%)	7.63%
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Part II: ELL Identification Process

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

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

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●

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														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)	40	Special Education	2
SIFE		ELLs receiving service 4-6 years	7	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										0
Dual Language										0
ESL	40	0	1	7	0	1	1	0	0	48
Total	40	0	1	7	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 L	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
Korean									0	0
Haitian									0	0
French									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
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	2	3	2	3	2	1								13
Chinese	1													1
Russian														0
Bengali	1	2	4	1	3	2								13
Urdu														0
Arabic		1												1
Haitian														0
French	1	1	1			1								4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	2	2	5	3	2								16
TOTAL	7	9	9	9	8	6	0	0	0	0	0	0	0	48

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

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. This overarching goal is achieved through the implementation of ESL methodologies and research-based approaches that will be outlined below.

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, clapping, laughing, smiling, turning, watching, grasping, holding, sitting, throwing 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 program mirrors and

A. Programming and Scheduling Information

is aligned with all classrooms curricula 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 manipulatives. -

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.

Courses Taught in Languages Other than English ⓘ

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

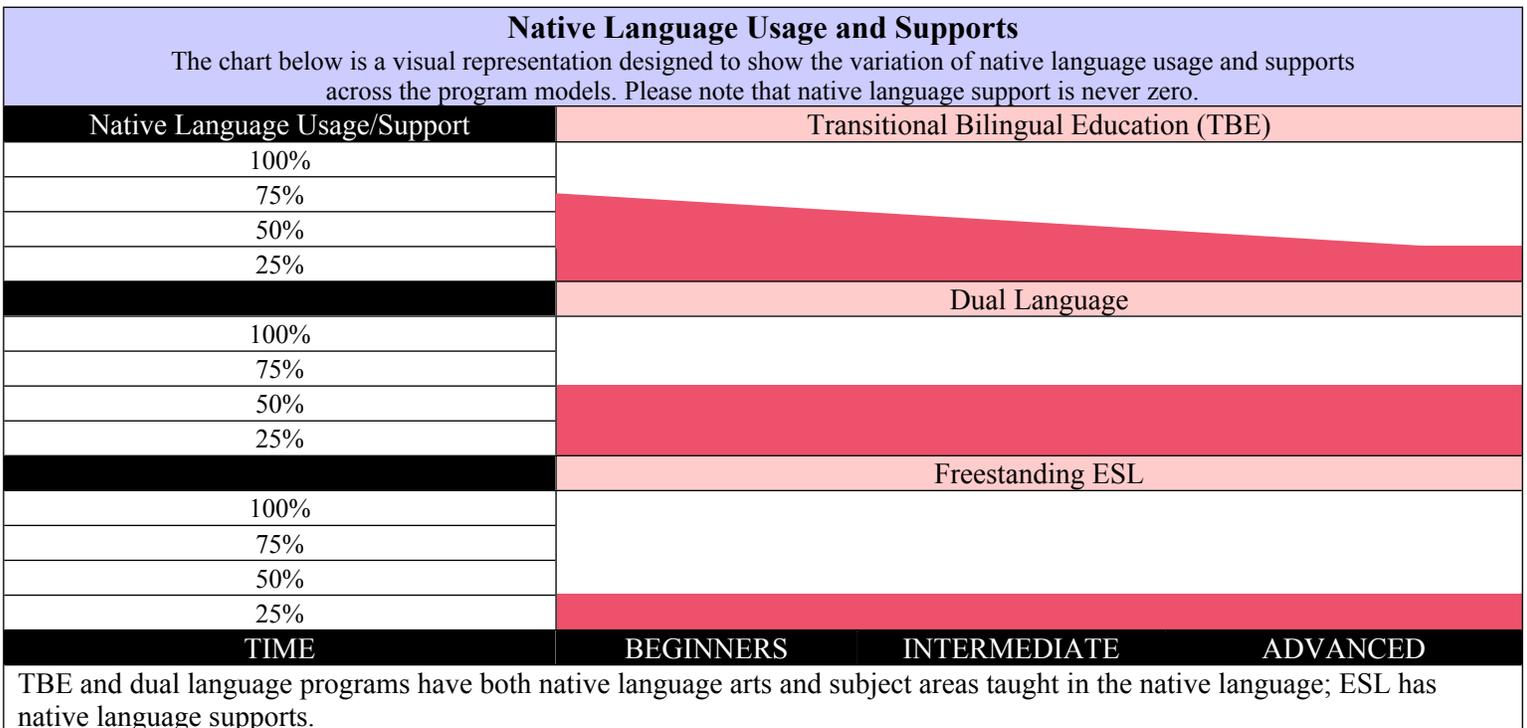
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Math:	
Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

The school's literacy program focuses on the development of reading and writing skills that will help students meet and possibly exceed the State's high learning standards. To assist them in preparing for the state exams, they get immersed in lessons that teach them academic skills like finding the main idea and supporting details in a text; drawing inferences; interpreting figurative language; recognizing fact and opinion; identifying cause and effect. The Core Curriculum Standards implemented in our school reflect the NYC Department of Education's mandated core curriculum and NYS standards. Depending on their grades 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 principal summative 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 school-based program called "Partnership with Children", which offers 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

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 Teachers' best classroom practices.

The ESL Teacher also participates in off-site workshops provided by the Community Learning Support Organization, the Office of English Language Learners (CLSO), the Children First network (CFN), and by the city's BETACs, that are designed especially for ELLs. Turnkey training is provided to the staff on a monthly basis 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 differentiate instruction for ELLs, instructional scaffoldings including integration of technology and authentic assessment. 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 ESL instruction. Monthly sessions are scheduled to take place at the School level.

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. Parents will be invited to participate in field trips to area college campuses with their children, in accordance with mandates of the Core Curriculum State Standards. The following agenda will be covered in our next ELL parent meeting scheduled to take place on October 28.

1. Welcome!
2. Program Placement & Exit
3. Testing Policy
4. Promotional Policy
5. Educational Support, i.e. use of technology
6. Community Resources for the Family
7. Parent Involvement
8. Q & A

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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)	4	7	2	1		3								17
Intermediate(I)	3	2	0	4	3	3								15
Advanced (A)	0	0	6	3	4	3								16
Total	7	9	8	8	7	9	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	4	2	1	1	0	2							
	I	2	1	1	2	1	1							

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

New York State Regents Exam

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

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

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

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

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 Second Language Achievement Test (NYSESLAT), which is administered in the spring and

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 excited about a range of new literacy and math programs that are in the pipeline for our ELLs. We are talking here about

- 1) ACHIEVE 3000, which is an interactive software with reading and writing components for grades K-8;
- 2) DESTINATION MATH, which includes a vast array of math skills instruction, independent practices, and assessments. One significant advantage of this software is that students can access it from any computer, at home or in school. These resources enable us to implement differentiated instruction for all grades and at all levels of English proficiency.

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 13K003 **School Name:** The Bedford Village

Cluster: _____ **Network:** 3

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.

Once parents enter the school building, they are first greeted by a multilingual sign prominently displayed that directs them to the Parent Coordinator for any assistance they may need. After a language need has been ascertained, we first seek to identify a bilingual staff member or a parent volunteer who can act as interpreter. When that option is not available, we contact the Office of Translation Services to provide written or oral interpretation, in person or via the telephone.

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.

Different demographics of our school community require translation and interpretation services on a number of levels. First, we have parents of current ELLs who need to be kept abreast of their students' progresses, performances, and educational challenges. Second, it is important for parents of former ELLs to monitor their children's levels of integration and continued healthy adaptation into, what is still for many, a new environment. Third, there is a category of students who never have to attend an ESL program but have one or two parents who know very little English. These data have been collected through interviews with various members of the school personnel and reviews of home language surveys. The main home languages spoken by those parents are Bangali, Spanish, French, Arabic, and a variety of African dialects, such as Fulani. This information is reported on a regular basis to the community through the columns of the school newsletter, parent meetings and workshops, and through our daily informal encounters.

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.

siAs we did last year, we will continue to utilize the language resources available to us in the school community: our educators, parent volunteers, religious and community leaders. We also look forward to enlist again this year the services of the Unit of Translation and Interpretation (UTIS), both for written and oral rendition of communication expressed in English. We submit documents electronically to the unit, and they return them via the same medium on a timely fashion for dissemination.

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.

Since we tend to have parents of different linguistic backgrounds, with the assistance of translators from the UTIS, we provide consecutive oral translations in most parent meetings. Again, the school and community internal resources will continue to be called upon to provide translation assistance whenever possible, before enlisting the help of an outside vendor. One-to-one oral translations that cover a wide range of languages and dialects are also made available during Parent-Teacher Conferences via the telephone.

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>.

To achieve full compliance with the above-mentioned Chancellor's Regulation, P.S. 3 has put in motion the following mechanism:) Letters regarding school policies, school alerts, family assemblies, parent workshops, PTA meetings, and other important events susceptible to impact the community at large are to be translated in the covered languages represented at the school. We assume that wider sharing of pertinent information, such as school activities and functions, will further empower our parents and increase their participation in their children's educational development.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: P. S. 3	DBN: 13K003
Cluster Leader: Jose Ruiz	Network Leader: Margarita Nell

This school is (check one):	<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)
-----------------------------	--

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

Before school
 #After school
 Saturday academy
 Other: #

Total # of ELLs to be served: 48

Grades to be served by this program (check all that apply):

<input type="checkbox"/> XK	<input type="checkbox"/> X1	<input type="checkbox"/> X2	<input type="checkbox"/> X3	<input type="checkbox"/> X4	<input type="checkbox"/> X5	
<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12

Total # of teachers in this program: 3

of certified ESL/Bilingual teachers: 1

of content area teachers: 2

Describe the direct instruction supplemental program here and include the

- 1 rationale
- 2 subgroups and grade levels of students to be served
- 3 schedule and duration
- 4 language of instruction
- 5 # and types of certified teachers
- 6 types of materials

Begin description here:

Our Targeted Supplemental Programs focus on the reinforcement and expansion of the schoolwide

curriculum. with an emphasis on students' weaknesses in content area subjects. We have an extended day program which consists of literacy instruction, mathematics, and visual arts.

The main component of our literacy program is supported by a research-based reading and writing software called Achieve 3000. This program offers a powerful way to help students read, write and learn better. It is designed to reach every learner—whether mainstream, Special Needs, ELL, or Gifted and Talented—and inspire each one to achieve unprecedented personal academic success.

One-on-one instructional support scientifically matched to each student's reading level enables progress towards reading proficiency at a pace that fosters success for all. Achieve3000 is also equipped with a lexile assessment tool which allow for distribution of assignments and assessments to an whole group, but tailors them according to each student's Lexile level. This ensures skills mastery, steady growth, and improved test scores, for every student. ONE motivating news article for the entire group tailored to each students reading level assures equity for each child. Various applications of the software deliver daily nonfiction reading content that is precisely and scientifically matched to each student's reading ability. All students in the class read about the same current news events and move through the same five step literacy sequence. However, the article and follow-up activities are matched to each student's individual learning profile. So, as students build essential skills step by step, Achieve3000 Solutions build self-esteem and confidence. A significant number of bilingual versions make the program accessible for our limited English Proficient students. Another advantage of this program is that ongoing formative assessment, built into the daily instructional routine, monitors student progress so teachers can customize the content to meet students' needs. A powerful reporting package gives teachers and administrators instant and ongoing diagnostic data on student performance in and out of school. Access to and the use of this powerful, well tailored software puts our ELLs on a path to break down the barriers that prevent children from reading, writing and learning to their full potential.

Another great technology our learners have at their disposal is the use of ipads. This tools is without a doubt hip and engaging, but with its multiple media features, it empowers them to take charge of their own learning. Access to a vast array of free educational applications puts the whole world at their fingertips. Above all, they will be looking at windows that open on images of college life and the workplace, which potentially, will also help them keep their dreams in perspective.

For math instruction and practices, we are using another software which is Destination Math. It covers all the grades in our school. Because this program is available to the entire building, our ELLs are able to work on assignments, at their individual pace, throughout the day. Their daily performance levels and progress are all assessed for teacher reviews. Our goal by using this program is for students to master the important skills and concepts they need to understand the world around them. They will learn how to identify shapes, add and subtract, compare and order numbers, explore the concepts of time and money, build skills in place value, rounding, fractions, plane and solid figures...

Learners are to be clustered heterogeneously in 2 contiguous grades: K-1, 2-3, 4-5. Sessions will be held for

2 hours daily after-school, and one-to-two paraprofessionals will assist the 3 certified teachers in the delivery of instruction.

Professional development sessions will have covered language acquisition, scaffolding instruction in literacy and mathematics, balanced literacy with consideration for ELLs. Classroom teachers also share some of the ESL teacher's audio-visuals such as picture books and picture cards, in order to enhance vocabulary acquisition and comprehension.

All the programs being implemented at the school - Common Core Standards, 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.

The parents convey to us, in unequivocal terms that they prefer their children to be integrated into a monolingual classroom, where they will receive immersion in both language and content area instruction. ESL services they receive inside and outside their classrooms will strengthen the acquisition process for them.

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.

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 (LEA) 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 also supplement instruction with Pearson Learning and other appropriate, research-based programs. The ESL classroom mirrors 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.-

Workshops for the parents of ESL students are scheduled to take place on a monthly basis. An ESL class is also slated to meet twice a week 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.

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 such as dance and songs that are culturally responsive to students. Culturally sensitive practices reduce the level of anxiety in newcomers and contribute to accelerate language acquisition.

Part C: Professional Development

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

- 7 rationale
- 8 teachers to receive training
- 9 schedule and duration
- 10 topics to be covered
- 11 name of provider

Professional development sessions will have covered language acquisition, scaffolding instruction in literacy and mathematics, balanced literacy with consideration for ELLs. Classroom teachers also share some of the ESL teacher's audio-visuals such as picture books and picture cards, in order to enhance vocabulary acquisition and comprehension.

All the programs being implemented at the school - Common Core Standards, enrichment, extracurricular activities - have been designed to mirror the goals and objectives articulated in the following mission statement:

The following Educators will provide supplemental services to our ELLs:

G. Francois - ESL

M. Cooper - Art

A. Ford - Early Childhood Literacy

M. Lawrence - Paraprofessional

Part D: Parental Engagement Activities

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

- 12 rationale

- 13 schedule and duration
- 14 topics to be covered
- 15 name of provider
- 16 how parents will be notified of these activities

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.

The parents convey to us, in unequivocal terms that they prefer their children to be integrated into a monolingual classroom, where they will receive immersion in both language and content area instruction. ESL services they receive inside and outside their classrooms will strengthen the acquisition process for them.

Workshops for the parents of ESL students are scheduled to take place on a monthly basis. An ESL class offered by the ESL certified teacher is also slated to meet twice a week 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.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: <u>\$11200</u>		

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) <input type="checkbox"/> 1 Per session <input type="checkbox"/> 2 Per diem	\$ 10080 \$ 500	Per session payment for 3 Teachers for 10 weeks per diem payment for 1 para
Purchased services <input type="checkbox"/> 1 High quality staff and curriculum development contracts.	\$ 300	ipad training session for 2 teachers
Supplies and materials <input type="checkbox"/> 2 Must be supplemental. <input type="checkbox"/> 3 Additional curricula, instructional materials. <input type="checkbox"/> 4 Must be clearly listed.	\$ 320	Purchase of itunes apps
Educational Software (Object Code 199)		
Travel	0	N/A
Other	0	N/A
TOTAL	\$ 11200	

