



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: P. S. 3 K, 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 School Comprehensive Educational Plan (SCEP), 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 SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

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

Name	Position and Constituent Group Represented	Signature
Kristina Beecher	*Principal or Designee	
Carmen Applewhite	*UFT Chapter Leader or Designee	
Patricia Jones	*PA/PTA President or Designated Co-President	
Sherry Rutherford	DC 37 Representative, if applicable	
Natalie Piggee	<i>Member/Parent</i>	
Yvette Sylla	Member/Parent	
Eleanor Cyrus	Member/Parent	
Fanta Fortune	Member/Parent	
Toni Scott	Member/Parent	
Beverly Salmonese	Member/Teacher	
Susan Dowling	Member/Teacher	
Stephen Mohny	Member/Teacher	
Lisa North	Member/Teacher	
Rona Simpson	Member/Parent	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

School leaders conduct frequent cycles of classroom observation using the research-based Danielson Framework and provide teachers with feedback on clear expectations for effective practices. While an individual Improvement Plan does ask teachers to identify strengths and goals, it does not solicit evidence to support acquired mastery that has led to improved student performance. As a result, use of the lab site model for professional development is restricted in ensuring that teacher performance outcomes directly align to student’s academic improvement. SQR 2011-12, p.6

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 2.2 School leader’s vision

_____ 2.4 School leader’s use of resources

2.3 Systems and structures for school development

_____ 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, school leaders will build a culture in which the use of a research-based framework is viewed as a formative tool designed to strengthen practice through frequent observations, followed by feedback and professional development focused on improved student learning.

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,

All teachers will be given timely feedback in writing to help improve their teaching craft. During one-to-one debriefing sessions, teachers will indicate what they believe their weakness and strengths are. Based on this, teachers will be grouped for professional development. Teachers with strengths in certain areas will be used as coaches for those who are struggling in those areas. PD360 will also be used as a resource for all teachers. PD360 offers an online menu of professional development modules, which can be accessed by all teachers to address their particular needs. Those teachers who are struggling will also be able to use it for improvement; even those teachers who are not struggling will find modules for self-improvement. Both the principal and the assistant principal will ensure that PD360 is effective. Positive feedback by the administrators will be used to increase effectiveness of instruction. Lesson plans will be submitted using the e-Chalk lesson planner.

b) key personnel and other resources used to implement these strategies/activities,

- Administrators
- All pedagogical employees
- PD360
- eChalk

- c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

Grade level and school wide Inquiry Teams meet to assess data, discuss strategies and best practices to incorporate those applications into classroom and intervention activities. These Professional Learning Communities (PLC) will examine student work using facilitated protocols to impact teachers' instructional practices and student work aligned to the Citywide Instructional Expectations.

- d) timeline for implementation.
 - Frequent informal observations
 - Bi-yearly one to one meetings with Administrators and Teacher

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP)

- Select the fund source(s) that your school is using to support the instructional goal

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here SWP: Focus & Priority

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). Title I, Tax Levy, Title IA, Title IIA, Title III and grant funding will be utilized to meet this goal.

As a Title I SWP school conceptual consolidation allows us to combine federal and local funds (FSF/Tax Levy, Title I, Title IIA, Title III to support teacher per-session, the purchase of instructional materials and professional materials.

25 PD 360 licenses
eChalk website license

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Teacher and teacher teams use assessments that are aligned to the curricula. While teachers make consistent use of on-going checks for understanding such as conferencing and reviewing work folders they are not yet varied enough to ensure that individual students are aware of their next learning steps. Limited use of this practice does not allow teachers to make on-going instructional adjustments to meet the needs of all students.
SQR 2011-12, p6

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 3.2 Enacted curriculum

_____ 3.3 Units and lesson plans

_____ 3.4 Teacher collaboration

 X 3.5 Use of data and action planning

Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 80% of classroom teachers will demonstrate growth in the evidence based feedback provided to students as evidenced by student achievement on teacher generated formative assessments in pre-kindergarten and kindergarten, and assessments from the Treasures literacy program in grades 1-5 .

Instructional strategies/activities

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

Strategy #1

All teachers and staff will engage in collaborative examination of student work with time specific evidence-based feedback. The F-status teacher will support classroom teachers in providing focused feedback to students. Teachers 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; and, tailor assessments to reflect differentiated learning styles using the Acuity web-site and Treasure assessments. All students will complete formative assessments 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 participate in Professional Learning Communities that 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 :

- f) Describing the student work
- g) Interpreting the student work
- h) Reviewing the quality of our questioning techniques
- i) Varying the complexity of questions at each grade level
- j) Assessing the implication for classroom practice
- k) Reflecting on the process- which should lead to teacher action for next steps implications
- l) 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 genres and a choice of instructional focus

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP)
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here:
 Title I Focus and Priority funding

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- One f-status teacher who provides professional development for teachers (Title1 SWP funding)

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Our 2012-13 SQR, on page 4, indicated that we needed to define and engage students in a more rigorous curriculum that is aligned with the Common Core Learning Standards and differentiated instruction to address the “diversity of learners”. We need to insure that the early grade curricula are also CCLS-aligned, rigorous and differentiated. Professional development, coaching and modeling through Catapult Learning has begun this year. We were not cited for this tenet in our SQR 2011-12

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 4.2 Instructional Practices and strategies

___ 4.4 Classroom environment and culture

_____ 4.3 Comprehensive plans for teaching

 x 4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 80% of targeted students will have shown improvement in ELA as measured by NYS/NYC assessments. The work and assessments of those students who have not reached the goal will be analyzed and alternative strategies will be implemented.

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,

Teachers will share effective practices and activities around curriculum alignment with CCLS. Through discussion they will plan next steps using what is successful and discarding what is not. Differentiation of instruction will be planned at grade meetings using feedback from Inquiry work, assessments and Tiered Intervention which includes the classroom teacher, a 50 minute intervention period, and the after-school program. The students in grades 4 and 5 assigned to the 50 minute intervention sessions on Tuesdays and Wednesdays have scored levels 1 or 2 on the 2012 ELA assessment. All students in grades 2 and 3 are mandated to attend intervention sessions on Tuesdays and Wednesdays. Baseline reading assessments and reading levels have determined the make-up of intervention groups. The grouping is flexible and re-evaluated on a regular basis. Saturday Academy provides additional literacy and mathematics instruction for students. Lunch- and-Learn sessions, grade conferences, and two common preps per week have been scheduled during which teachers meet collaboratively for planning and evaluation. Protocols are in place for the documentation of work. Student work as well as teacher practices are analyzed to maximize the effectiveness of instruction. Attributes of effective readers and writers are documented in annotated conference notes which are analyzed for strengths and weakness that also enable differentiation and drive instruction. The checklist for rigor of instruction will also be used as a springboard for discussions. A Data Room will be created to display the trends of assessment by class and by grade. Successes will be celebrated and weaknesses will be discussed and an action plan will be developed. Resources will be available to support meaningful instruction. Teachers will receive training in the use of formative assessments and the creation of student-assisted rubrics to encourage self and peer-to-peer evaluation to inform student learning goals and revisions and teacher instruction. Catapult Learning and PD 360 resources will be contracted to assist in professional development.

- b) key personnel and other resources used to implement these strategies/activities,
 - PD 360
 - Catapult Learning
 - All pedagogical staff
 - Network staff
- c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

Teachers will analyze benchmark, Acuity and teacher-created formative assessments in order to inform their instruction that will lead to improved student performances on summative assessments, including (for 3rd, 4th and 5th grade students) the NYS ELA, Math and Science exams.

- d) timeline for implementation

Regular intervals of assessment and review of data

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP)
- Select the fund source(s) that your school is using to support the instructional goal.
 - Tax Levy
 - Title IA
 - Title IIA
 - Title III
 - Set Aside
 - Grants
 - Other-describe here: Focus & priority

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- **PD 360**
- **Catapult Learning (K-2)**
- **Lunch-and-learn workshops**
- **Grade conferences**
- **Two preps per week**
- **Professional development regarding Common Core Learning Standards and differentiated instruction**
- **One f-status teacher who provides professional development in Literacy for grade 3 and 4 teachers**
- **Network professional development support**
- **Teacher Per-session to provide intervention for targeted students grades 3 – 5 Saturday Academy, (7 teachers, 9 sessions, 2 hours each, 1 supervisor, 9 sessions, 3 hours)**

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Based on LES 2012 page 7 34% of parents indicated that students were bullied once in a while, we found that we needed to address the social and emotional developmental health of our students. We will do this through cooperative learning, peer-mediation, physical activities and the integration of the arts into the curriculum. These are done both during and after school hours and will utilize various community-based organizations, partnerships, arts-in-education providers and teaching practices.

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, all students will have participated in a variety of programs that provide strategies to address anger management, cooperative play and peer mediation that will lead to a greater ability to affect students' attitudes towards learning and succeeding.

Instructional strategies/activities

- a) Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- b) strategies/activities that encompass the needs of identified student subgroups,
 - **Children of Promise, after-school program for children of incarcerated parents**
 - **CAMBA after-school program for academic, cooperative play and the cooperative performance arts**
 - **Partnership With Children (PWC), social workers conduct training around anger management techniques, peer-mediation, conflict resolution**
 - **PlayWorks, cooperative in-classroom and recess play to address emotional and social development**
 - **Museum of Contemporary African Diasporan Arts (MoCADA) Artist-In-Schools after-school technology-based graphic art making to address emotional and social development**
 - **CookShop, a cooperative food preparation and nutrition program, for grades K-2, to address emotional and social development**
 - **GrowNYC cooperative gardening program to address emotional and social development**
 - **Nutrition and Healthy Living, nutrition and art education to address emotional and social development**
 - **The Bedford Village Art Club, art-making to address emotional and social development**
 - **The Bedford Village Ensemble, cooperative music-making to address emotional and social development**
 - **First Lego League Robotics Program, cooperative robotic education to address emotional social development**
 - **Art and Active Living, physical and art education to address emotional and social development**
 - **Move to Improve, classroom teacher implemented cooperative play and physical education to address emotional and social development**

- **Puppetry workshops with Shadow Box Theatre (SBT), for grades K-3, cooperative art-making and performance art to address emotional and social development**
- **Orchestra of St. Luke's (OSL) cooperative music and dance education, for grades 3-5, to address emotional and social development**
- **Arts Achieve cooperative theatre education to address emotional and social development**
- **Yo! Poetry cooperative music and dance education to address emotional and social development**

A Title I School Improvement Section 1003(a) School Level Grant funded a Saturday Academy for students in need of social and emotional development.

c) key personnel and other resources used to implement these strategies/activities,

- **SBST**
- **IEP teacher**
- **Science Teachers**
- **Arts and Technology Coordinator**
- **Visual Arts, Music and Theater Teachers**
- **Teaching artists from OSL, MoCADA, SBT and Studio in a School Association**
- **Nutrition educator from Teachers College**
- **PWC personnel**
- **Playworks Coach**
- **ELL Teacher**
- **All classroom teachers**
- **Children of Promise and CAMBA, community-based organizations**

d) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

- **Fewer suspensions**
- **Fewer incidents of aggressive behavior**
- **Increased self esteem**
- **Healthy dietary choices**
- **Fitness**
- **Team building skills development with organized sports and group musical compositions**

e) timeline for implementation.

Frequently throughout the year.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP)
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). Title I, Tax levy, Title IA, Title IIA, Title III and grant funding will be utilized to meet this goal.

As a Title I SWP school conceptual consolidation allows us to combine federal and local funds (FSF/Tax Levy, Title I, Title IIA, Title III to support teacher per-session, the purchase of instructional materials and professional materials.

- **Children of Promise, after-school program for children of incarcerated parents**
- **CAMBA**
- **Partnership With Children (PWC)**
- **MoCADA Artist-In-Schools after-school technology-based graphic art making for grade 2-5**
- **CookShop, a cooking and nutrition program for grades K-2**
- **GrowNYC gardening program**
- **Stone Barns Center for Food and Agriculture**
- **Adopt-a-Farm-Box gardening education**
- **Nutrition and Healthy Living, nutrition and art education**
- **The Bedford Village Art Club**
- **The Bedford Village Ensemble**
- **First Lego League Robotics Program**
- **Art and Active Living, physical and art education with Studio in a School Association**
- **Move to Improve, classroom teacher implemented physical education with Studio in a School Association**
- **Puppetry workshops with Shadow Box Theatre (SBT), for grades K-4**
- **Orchestra of St. Luke's (OSL) music and dance education, for grades 3-5**
- **PLAYWORKS**
- **Funds for the Saturday Social/Emotional Intervention Academy were allocated as such: Teacher per session: 6 teachers X 5 hours X 5 sessions Principal per session: 1 supervisor X 5 hours X 5 sessions**

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Based on the 2012 Learning Environment Survey Page 5 we found that parents wanted more workshops, as only 39% agreed that once a month was enough. We are addressing this need to address family and community engagement through additional parent workshops, direct parent contact, volunteer opportunities and programs offered by community-based organizations. These are done both during and after school hours.

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment 6.4 Partnerships and responsibility
 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, we will increase parental involvement in the school and their capacity to support student learning at home.

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based 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,

The Title I parent committee convened in October 2012 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:

- **Increased 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**
- **Implement the CookShop for Families program**
- **Initiate an after school program**

b) staff and other resources used to implement these strategies/activities,

- **Collaboration with various cultural and community-based organizations will help increase parent participation and involvement in our school**
- **The PTA posts monthly meeting minutes on the school web-site that is supported by e-Chalk and provides translations for those parents who need them**
- **Partnership With Children (PWC), a private social work agency, continues to support our students and their families. They provide counseling, referrals to outside agencies and workshops on various topics, i.e. 7 Habits of Mind, the Social-Emotional Pathways**
- **The Shadow Box Theatre which is housed within our school and uses oral language to develop and teach moral lessons, i.e. anti-bullying. Once-a-month families are invited to performance at a discounted price.**
- **Cool Culture is a not-for-profit organization which allows families to participate in cultural activities by subsidizing the admission fees**
- **LEAP hands on arts-based approach to teaching the academic curriculum for parents and their children**
- **CAMBA after school program**
- **Parent Coordinator will provide CookShop for Families workshops**

The school established a website through which home-school communication takes place. Teachers post announcements, homework and class news for parents and students to access from home.

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

During weekly inquiry team meetings and during common preparation periods (twice weekly by grade) teachers took part in the decision making regarding school use of academic assessments.

d) timeline for implementation.

Frequent workshops and meetings throughout the school year.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP)

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
-
- **Partnership With Children (PWC), a private social work agency, continues to support our students and their families. They provide counseling, referrals to outside agencies and workshops on various topics, i.e. 7 Habits of Mind, the Social-Emotional Pathways**
- **The Shadow Box Theatre which is housed within our school and uses oral language to develop and teach moral lessons, i.e. anti-bullying. Once-a-month families are invited to performance at a discounted price.**
- **Cool Culture is a not-for-profit organization which allows families to participate in cultural activities by subsidizing the admission fees**
- **LeAP hands on arts-based approach to teaching the academic curriculum for parents and their children**
- **CAMBA after school program**
- **Parent Coordinator will provide CookShop for Families workshops**
- **Parent coordinator workshops for parents throughout the year**

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Common Core using Universal Design for Learning and Depth of Knowledge strategies	Small group instruction tutoring	During the school day, after school, and Saturdays
Mathematics	Common Core using Depth of Knowledge, Universal Design for Learning and Subitizing strategies	Small group instruction tutoring	During the school day, after school, and Saturday
Science	Integrated with ELA as informational text.		
Social Studies	Integrated with ELA as informational text.		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)			

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

While we are not recruiting teachers now, our process of so doing is to assemble a team of administrators, teachers and parents to interview prospective candidates and critique their demonstration lessons by presentation, content, motivation, student engagement and effective instruction based on evidence of student learning.

The school environment supports teacher satisfaction. Professional learning communities engage teachers in collaborative and sharing groups in examining student work to impact instruction and student achievement.

Teacher assignments are based on expertise. While we honor the teacher union contract, there is a collaborative decision to promote teacher leaders who attend leadership programs and workshops that they then turnkey with their colleagues.

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_____

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	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
SIFE		ELLs receiving service 4-6 years	7
		Special Education	2
		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	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:

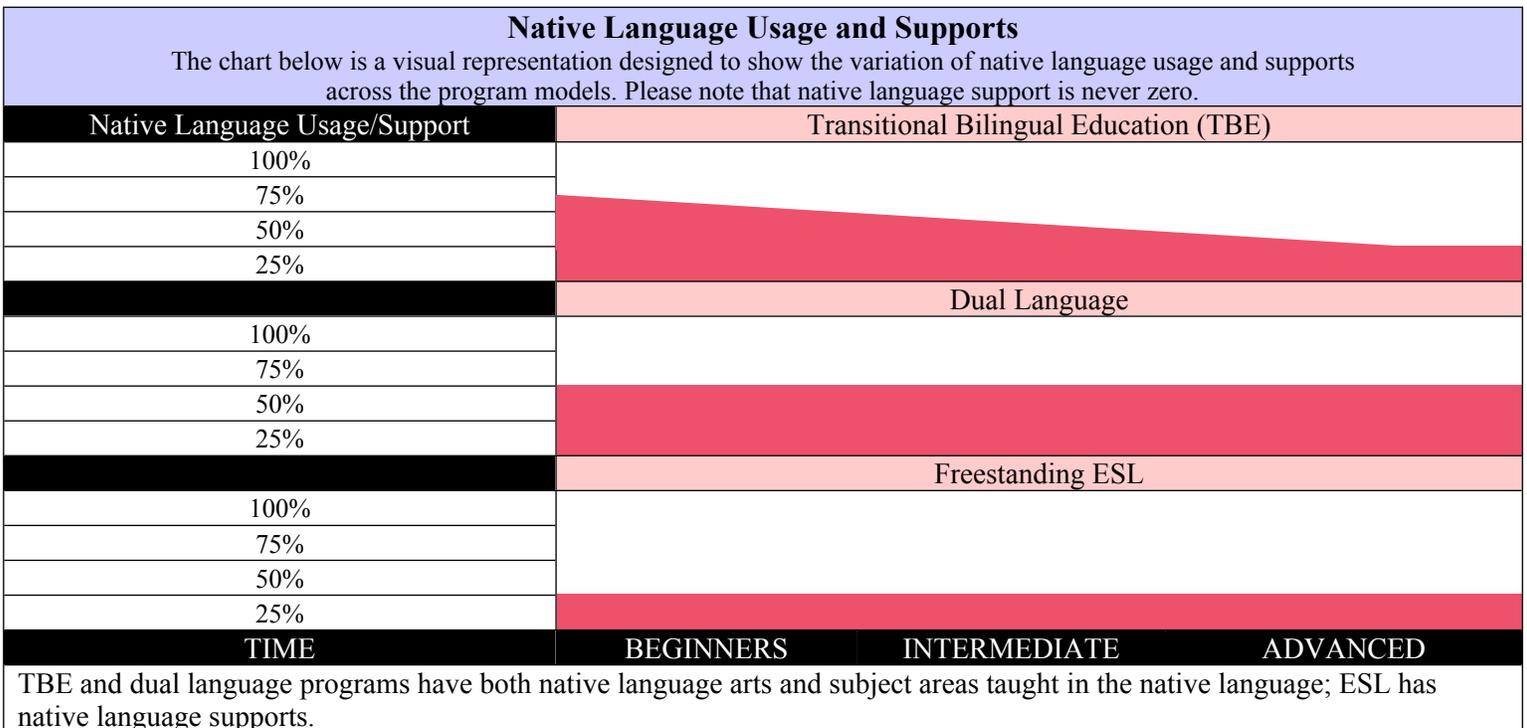
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

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							
	A	1	3	1	2	3	3							
	P	0	3	5	3	4	1							

NYSESLAT Modality Analysis

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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 a Second Language Achievement Test (NYSESLAT), which is administered in the spring and ascertains every ELL's current language proficiency level.

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

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

Additional Information

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

We are 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

School Name: _____ **School DBN:** _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	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.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: P.S 3/Bedford Village School	DBN: 13K003
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Our Targeted Supplemental Programs services 52 students this year, from grades k-5. It focuses on the reinforcement and expansion of the schoolwide curriculum, with an emphasis on English learners' weaknesses in content area subjects. We have an extended day program which consists of literacy instruction, mathematics, and visual arts. We hope to keep the program running for approximately 50 school days.

The main component of our literacy program is supported by Learning A-Z, a leveled, research-based, reading and writing software. This interactive, audiovisual program offers a powerful way to help students read, write and internalize multiple facets of the English language. It is designed to reach every learner—whether mainstreamed, 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. Learning A-Z is also equipped with an assessment tool which allows for distribution of assignments to students according to their reading levels. This ensures skills mastery, steady growth, and improved test scores for every student. Various applications of the software deliver daily nonfiction reading that is precisely matched to each student's reading ability. therefore, as students improve on essential skills, they also 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, it monitors student progress so that teachers can customize the

Part B: Direct Instruction Supplemental Program Information

content to meet students' needs. A powerful reporting package gives teachers and administrators instant and ongoing diagnostic data of student performance in and outside of school. Access to and the use of this powerful, well tailored software puts our ELLs on a path to get over the roadblocks that often prevent them from reading, writing and learning to their full potential.

Another great technological tool our learners have at their disposal this year is the use of ipads. This tool is without a doubt very engaging; with its multiple media features. It empowers students to take charge of their own learning. It allows access to a vast array of educational applications and puts the whole world at their fingertips. Above all, they will be looking at materials that introduce them to college life and the workplace, which hopefully, will also help them keep their dreams in perspective.

For math instruction and practices, we are using the IXL software. This interactive program which covers grades K-12 is loaded with an abundance of math problems and activities for every learning style. Our ELLs will all have an active membership for the entire calendar year and will be able to work on assignments, at their individual pace, at home and in school. 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, measure and compare shapes; add, subtract, multiply and divide; compare and order integers; manipulate the concepts of time and money; build skills in place value, rounding, fractions, plane and solid figures...

Learners are to be grouped heterogeneously in 2 contiguous grades: 2-3 and 4-5. Sessions will be held for 2 hours, 3 days a week after-school. Two certified teachers, with possibly the assistance of one paraprofessional, will provide instruction.

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

Part B: Direct Instruction Supplemental Program Information

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 / PS 3 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 second language 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 the personal experiences of the learner. This approach has several benefits. It

Part B: Direct Instruction Supplemental Program Information

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 academic content and knowledge necessary to become successful in school.

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 instructional materials. They include ESL textbooks, student workbooks, and audiotapes.

Some other 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.

Part B: Direct Instruction Supplemental Program Information

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 non-English speaking 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.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Part C: Professional Development

Begin description here: The Grapevine Network 612 has invited our school to participate in an extensive Literacy and Language

series that is scheduled to cover five different sessions over a number of months. This professional development series is designed to offer support to Teachers of English Language Learners. The provider is AUSSIE Sandra Dixon who is an expert in second language acquisition. These PD sessions cover a wide range of topics that integrate The Common Core State Standards. The schedule is as follows:

October: Language Standards as they relate to listening and speaking strands;

December: Reading Standards with a focus on Text Complexity and Academic Vocabulary;

February: Writing Standards that are designed to develop argument/opinion and Informational Writing;

April: Raising Rigor in Our Instruction and further Vocabulary Development;

May: Performance-based Assessment to look at student work.

The ESL Teacher is responsible and is committed to turnkey essential information to the school teaching staff in Conferences and Grade Meetings. These horizontal interactions will further enhance the long-standing practice of sharing ESL materials like computer softwares and picture books with Classroom Teachers.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Workshops for the parents of ESL students are scheduled to take place on a monthly basis. Under the

Leadership of the ESL Teacher, Mr. Francois, an adult 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.

Communication with parents is maintained on a regular basis through various channels: the PTA, the Parent Coordinator, written correspondence in students' home languages with assistance from the Office of Interpretation and Translation, e-mails, and via the telephone.

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' adaptation and to provide them with the skills and knowledge to become active participants at work and in their children's school.

Part D: Parental Engagement Activities

Various sociological studies have indicated that culturally sensitive practices reduce the level of anxiety in newcomers and contribute to accelerate language acquisition. In order to maximize learning opportunities for our students, we strive to use practices such as dance, songs, and performing arts that appeal to them.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	\$11200	2 teachers 1 educational assistant
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$11200	\$11200

