



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: P. S. 3 K, THE BEDFORD VILLAGE SCHOOL

DBN (i.e. 01M001): 13K003

Principal: KRISTINA BEECHER

Principal Email: KBEECHE@SCHOOLS.NYC.GOV

Superintendent: BARBARA FREEMAN

Network Leader: CYNTHIA FELIX

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Kristina Beecher	*Principal or Designee	
Carmen Applewhite	*UFT Chapter Leader or Designee	
Natalie Piggee	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative, if applicable	
n/a	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
n/a	CBO Representative, if applicable	
Susan Dowling	Member/ teacher	
Stephen Mohny	Member/ teacher	
Lisa North	Member/ teacher	
Mariam Niang	Member/ parent	
Fanta Fortune	Member/ parent	
Ilvory Cannady	Member/ parent	
Eleanor. Cyrus	Member/ parent	
Patricia Jones	Member/ Parent	
Beverly Salmonese	Member/ teacher	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
x	School Leadership Team Signature Page
x	The SCEP Overview
	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
x	1. A major recommendation with HEDI rating
x	2. Statement Of Practice (SOP) selected aligned to the goal
x	3. A goal aligned to the major recommendation
x	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
x	5. Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

School Information Sheet for 13K003

School Configuration (2013-14)

Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	513	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	27
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	74.7%	% Attendance Rate			91.5%
% Free Lunch	81.5%	% Reduced Lunch			4.8%
% Limited English Proficient	10.6%	% Students with Disabilities			9.4%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.4%	% Black or African American			74.1%
% Hispanic or Latino	9.3%	% Asian or Native Hawaiian/Pacific Islander			12.3%
% White	2.1%	% Multi-Racial			1.8%
Personnel (2012-13)					
Years Principal Assigned to School	13.48	# of Assistant Principals			1
# of Deans	N/A	# of Counselors/Social Workers			1
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			0.5%
% Teaching with Fewer Than 3 Years of Experience	4.7%	Average Teacher Absences			7
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	22.0%	Mathematics Performance at levels 3 & 4			22.1%
Science Performance at levels 3 & 4 (4th Grade)	75.6%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	Yes		

Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)

American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	Yes		

Met Adequate Yearly Progress (AYP) in Science (2011-12)

American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	Yes		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP				
Describe the strengths of your school's 12-13 SCEP.				
We have experienced staff who meets collaboratively to plan, analyze and discuss data in inquiry team forums. Our arts education, arts-in-education programs and Education for Sustainability initiatives continue to distinguish us among our peer schools. Our after school programs are varied and inclusive and include READING PARTNERS, READ, CAMBA, MoCADA (CASA), ROBOTICS, SCHOOL GARDEN PROGRAM, MUSIC ENSEMBLE, ART CLUB, and ELL 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 ;The teacher's will have a choice between a minimum of 3 informal and 1 formal or 6 informal observations from September through May using the Danielson's Research based Framework Improving Teacher Effectiveness and Student Learning;				
Describe the areas for improvement in your school's 12-13 SCEP.				
We need to show growth in learning in all subject areas including ELA and Mathematics as evidenced by the number of students who have scored on or above grade level. We need to engage students in a more rigorous curriculum aligned with the CCSS; The social emotional and developmental health of students and an increase in parental involvement are crucial to our success We believe that parents are partners in the successful implementation of the educational process.				
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.				
While some of our students made gains, we found that many of our instructional materials were not aligned to the language of the new assessment. We were in the process of making the transition to the CCSS but it was not fully implemented and was not reflected in student work or test scores. Budgets cuts severely undermined our ability to provide adequate professional development , fund partnership with children, arts programs, reduced class size, and support staff.				
Describe the degree to which your school's 12-13 SCEP was successfully implemented.				
We found that teacher collaboration on grade level and vertically sparked the conversation for the need to raise the bar for the delivery of instruction. We were successful in implementing a process of analyzing types and levels of questioning to support student learning. We partnered with New York Cares to provide volunteers for our Saturday Academy; they worked with struggling grade 3-5 students to provide one to one test prep instruction in ELA and Math under the supervision of our teachers. The program began late, prior to the ELA and Math assessments; we hope to continue implementing this process January 2014.				
Were all the goals within your school's 12-13 SCEP accomplished?			Yes	No
If all the goals were not accomplished, provide an explanation.			x	
More time was needed to implement the change in staff training and curriculum presentation; the change of test and the manner in which the test scores were normed created a disparity between performance and outcome. Funding came very late; restrictions on way funds could be spent i.e. teacher hiring etc. were problematic.				
Did the identified activities receive the funding necessary to achieve the corresponding goals?			x	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP				
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.				
We are anticipating additional funding cuts; So far this school year the DOE insisted on excessing six teaching positions. We were able to retain two of the six teachers. We also lost a education assistant for a special needs student which was funded by the DOE last year. We were required to absorb the cost of an IEP teacher and lost a specialist position, therefore we were unable to schedule two common planning periods on each grade level. Budget cuts limited our flexibility in scheduling, providing time for in depth inquiry and discussion, our purchasing of needed technology, and our ability to increase the expertise of our staff by giving them opportunities to attend professional development venues. In addressing the needs of students who have social or emotional issues we have lost the support of Partnership With Children, which had been in our school for nearly fifteen years due to budget cuts. We only have a part time 2/5 guidance counselor because of funding loss. We also lost several arts program, ie ETM, Yo Poetry!				

and Orchestra of St. Luke's

List the 13-14 student academic achievement targets for the identified sub-groups.

Our achievement targets include seeing growth in performance in the bottom third of our school in ELA and Math assessments and increasing the performance of 4th grade students with IEPs and ESL students.

Describe how the school leader(s) will communicate with school staff and the community.

The school leaders will communicate with school staff and the community through the use of e-mail, flyers, calendars, home letters, workshops, PTA meetings; Global Connect (a parent-phone contact site); the school web-site; PD 360; Google docs ;the Mosaic Times (the monthly school newsletter); and face to face conversations.

Describe your theory of action at the core of your school's SCEP.

The theory of action at the core of our school's SCEP is timely data collect, this year shared with the administration through Google docs. Benchmarks for all students are collected and graphed in our Data Room, for three periods throughout the year to graphically represent student performance. Folders of lowest performing students will be collected and analyzed to determine how we can best adjust instruction accordingly.

Describe the strategy for executing your theory of action in your school's SCEP.

The CCSS Principal's Pulse is transmitted to the staff electronically It states the framework and expectation for student achievement and outcomes, what we should see and what support we can offer, and staff implementation. One strategy that we began this year is that when the teachers are absent the administrators teach one period to assess the impact of the teacher on students' behavior and routines. Feedback is provided in a timely manner. This helps to inform professional development.

List the key elements and other unique characteristics of your school's SCEP.

Our SCEP is developed with input from all stakeholders. Data is gathered thru multiple sources DOE's ARIS, in-house Google docs, inquiry horizontal and vertical reports, PD360, MOSL team, CIT, RTI Team, an environmental survey, READ, and the SQR community of collaborators

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

We have two experienced leaders who have work collaboratively to support the implementation of the CCSS and assist with the sharing of knowledge and providing essential feedback to the staff. We use technology to gather and disseminate data to the staff. The staff has improved their capacity to use technology, through Google docs, the purchase of new materials, software and hardware, digital learning programs, the collection and review bi-monthly of extended day intervention logs and school support, partnership reports (i.e. READ and Reading partners provide an additional method of student assessment). Teachers analyze information and integrate the information to help inform instruction.

Goal and Action Plan #1 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Use the observation of classroom teaching with a research-based common teaching framework and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection.

Review Type:	QR	Year:	2012-13	Page Number:	6	HEDI Rating:	D
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Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) 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	X	2.3 Systems and structures for school development
2.4 School leader's use of resources		2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

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

By June 2014, 100% of the teachers will possess a normed understanding of the competencies and the rubric from Charlotte Danielson's for teaching included in the new teacher evaluation and development system to improve teacher pedagogy and practice by focusing on lesson design, assessment, questioning and discussion techniques.

Instructional Strategies/Activities

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

1. Strategies/activities that encompass the needs of identified subgroups

- 1. Activity – A minimum of three classroom observations to observe practices across competencies 1e, 3b, and 3d of the Danielson rubric (SOP 3.3)**
- 2. Activity – All teachers complete three self-reflections regarding their practice within the specified domains of the Danielson rubric (SOP 3.4)**
- 3. Activity – All teachers write a minimum of five effective lessons in accordance with the Danielson rubric (SOP 3.3 & 3.4), with guidance of the Principal and Assistant Principal**
- 4. Activity – All teacher teams (Inquiry, Grade Level) will evaluate student assessments a minimum of three times using a prescribed protocol for looking at students work developed during the 12-13 school year. (3.3 & 3.5)**
- 5. Activity – Modifying lessons according to feedback received from the observations conducted in Activity 1.1 (3.3) Lab-Sites will serve to model best practices.**

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

- 1. Principal and Assistant Principal will perform effective classroom observations.**
- 2. DoE Talent Coach will meet with administrators and teachers on implementing the Teacher Effectiveness (TE) Rubric**
- 3. All teachers and Principal and Assistant Principal will hold bimonthly feedback sessions for developing lessons will be held with all teachers. PD360 and Aris Connect Learn will be used as additional resources.**
- 4. Principal, Assistant Principal and all teachers, including one F-status teacher**

5. Principal, Assistant Principal and select teachers
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> By the end of the 2013-2014 school year, school leaders and teachers will agree with the calibrated rating 75% of the time as to whether teacher practice, as observed in a training video, represents Highly Effective, Effective, Developing or Ineffective practice across competencies 1e, 3b, and 3d. Self-reflections will be used both prior to and post each observation to measure the alignment between teachers' SA and observed practice Teachers will share their highly effective lessons on the school's ARIS private community The data specialist will conduct an analysis of the results of the internal assessments as compared to the external assessments (periodic and state assessments) to evaluate the alignment between the internal and external assessment data with a target of no more than a 10% deviation in the scoring alignment. 50% of lessons will increase their HEDI rating by one level from original lesson to the observation of the modified lesson
4. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> All teachers will be observed, both formally and informally, a minimum of three times per year (on a rolling basis throughout the year), and will engage in mid-year and end-of-year self-reflections and assessments. Every other month, beginning in September 2013 and ending in June 2014 Beginning in September 2013 and ending in June 2014, Principal and Assistant Principal will hold bi-weekly meetings with all teachers and monthly feedback sessions for writing lessons A minimum of three times a year between October 2013 and May 2014. Modifications to lessons will be made within two weeks post the documented cycle of classroom observations.
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> No cost associated with this activity. No cost associated with this activity. PD 360 online professional development is a contractual vendor service. No other cost associated with this activity. F-status teacher, 2 days X 30 weeks. No other cost associated with this activity. No cost associated with this activity.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	PF Set Aside	x	Tax Levy		Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

Goal and Action Plan #2 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).
Refine curricula and academic tasks to consistently provide appropriate scaffold for all students to be cognitively engaged and demonstrate their thinking. Develop teacher pedagogy for effective questioning, discussion and differentiation techniques that result in multiple entry points so that all students are consistently engaged in learning and discussion.

Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) 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 Enact curriculum	X	3.3 Units and lesson plans
	3.4 Teacher collaboration		3.5 Use of data and action planning

Annual Goal #2

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

By June 2014, 80% of grade PreK-5 teachers will be engaged in collaborative activities designed to analyze units of study and the creation of plans to improve student performance on ELA outcomes as measured by NYC local measures and NYSELA assessments.

Instructional Strategies/Activities

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

A. Strategies/activities that encompass the needs of identified subgroups

- 1. Activity - Select staff will engage in collaborative evaluation of student work. They will interpret assessment data. A vertical team will engage in analyzing units of studies and the creation of plans to improve ELA as measured by the NYC (local measures) NYS ELA assessments. (3.3, 3.4)**

- 2. Activity - All teachers and staff will engage in collaborative examination of student work with time specific evidence-based feedback. They will interpret assessment data, analyze and discuss student work, develop essential questions aligned to Depth of Knowledge levels 3 & 4 and create lesson plans during collaborative time to align tasks and lessons to the ELA Common Core State Standards (CCSS) and Common Core Learning Standards (CCLS). (3.3, 3.4) Emphasis will be placed on college and career readiness(3.2, 3.5)**

- 3. Activity - Student centered lessons will be the expectation in all subject areas. The questions will be developed by both teachers and students in order to increase student to student discussion and decrease teacher to student discussion. (3.3, 3.4)**

- 4. Activity - Implementation of the Treasures Anthology program in grades 1-5; implement SPLASH in pre-kindergarten (a literature based program) (3.2) Increase vocabulary development through the use of a comprehensive word study program (3.2, 3.3) WRITE a fourth grade writing program designed to improve writing skills for students(3.2, 3.3)**

- 5. Activity - Provide time for independent reading (3.3); Increase vocabulary development and the building background knowledge by reading in all genres of literature with an emphasis on non-fiction work (3.3, 3.4)**

- 6. Activity - Create and modify assessments to reflect differentiated learning styles. All students will complete formative assessments that will be analyzed collaboratively to evaluate student understanding and inform the differentiation of instruction. (3.5)**

- 7. Activity - In order to improve the delivery of instruction, professional development will be scheduled through lab-sites, inter-visitations and turnkey sessions. The school will use the expertise of staff and outside resources. Videos and online webinars will be used to demonstrate best practices and to initiate discussions. 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.**

Instructional Focus:

- **September /October-** Environment, Goal Setting, and Data organization; Stamina and rigor of Questioning techniques. Establishing Inquiry Protocol
- **November-Instructional expectations aligning planning with the City Modules**
- **December-** Close Reading and Writing Traits
- **January-** Social Studies themes comparing fiction and non-fiction readings
- **February-** Written opinions/arguments based on an analysis of informational tests
- **March-** Test Taking Strategies
- **April-** Reading and writing of poetry with analysis of meaning and form
- **May /June** - Using and creating games to enhance instruction

We are in the process of investigating the upgrade of our Literacy program to reflect the new CCSS. The publisher McGraw Hill has provided us with access to their online intervention program for staff to preview.

8. Create extended day programs for at-risk students, i.e. Saturday Academy and literacy intervention for LEP students
9. Support our Learning partners READ and Reading Partners to expand their activities to early childhood afterschool intervention
10. Provide enrichment for select students in grades 4 and 5 in the LEGO Robotics Programs

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

1. Inquiry Teams, both across grades and school wide, horizontal and vertical
2. All teachers and out of classroom Teachers, Educational Assistants, Supervisors; Library Media Specialist/Literacy Coach to provide support, intervention and enrichment ; One F-status teacher who provides professional development and intervention/enrichment for students
3. All pedagogical staff
4. McGraw Hill Treasures Anthology and support materials including engageny activities; WRITE, a text-based program in grade 4 that will increase the effectiveness of student writing
5. Supplement classroom libraries
6. Provide at least one common preparation period per week per grade
7. Schedule Lab-Sites, Lunch and Learns, Intervisitations, access to professional videos and encourage participation in professional workshops and seminars
8. Select staff to provide intervention and/or enrichment for targeted students after the school day and on Saturdays; An extended day program that provides intervention and/or enrichment for ELL students taught by select staff
9. The READ Alliance program for at-risk students in Grade one; Reading Partners a national non-profit that provides one to one instruction with trained volunteers for beginning and struggling readers
10. Lego Robotics Program after school which provides enrichment and stimulates creative thinking

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

1. The analysis of interim assessments to determine the effectiveness of teaching strategies and the flexibility of providing additional support; . Minutes and agendas from all meetings will be evaluated to determine the comprehensiveness and pace of instructional activities
2. The analysis of interim assessments to determine the effectiveness of teaching strategies and the flexibility of providing additional support

3. Discussions at inquiry team meetings of collaboratively created teacher questions and sharing of student developed questions
4. Monitor program based assessments to evaluate effectiveness of instruction and plan for differentiation
5. Monitor the use of more sophisticated vocabulary and the ability to respond to common core, in depth questions
6. Minutes and agendas from all meetings will be evaluated to determine the comprehensiveness and pace of instructional activities,
7. Monitoring of voluntary participation in professional and after school activities and the dissemination of information to the school community; provide time for sharing of information obtained through participation in workshops, seminars, etc.
8. Improvement of reading skills in targeted students as measured by MOSL and other assessments
9. Improvement of reading skills in targeted students as measured by MOSL and other assessments and READ Alliance and Reading Partner assessments
10. Evidence of advanced problem solving skills

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

1. Ongoing from September 2013 – June 2014
2. Ongoing from September 2013 – June 2014
3. Ongoing from September 2013 – June 2014
4. Ongoing from September 2013 – June 2014
5. Ongoing from September 2013 – June 2014
6. Ongoing from September 2013 – June 2014
7. Ongoing from September 2013 – June 2014
8. Ongoing from September 2013 – June 2014
9. Ongoing from September 2013 – June 2014
10. Ongoing from September 2013 – June 2014

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

1. No cost associated with this activity.
2. F-status teacher, 2 days X 30 weeks. No other cost associated with this activity.
3. No cost associated with this activity.
4. Treasures Anthology, Splash and WRITE textbook allocation.
5. No cost associated with this activity.
6. No cost associated with this activity.
7. No cost associated with this activity.
8. Saturday Academy per session for four teachers and one administrator X 11 days X 3 hours; LEP after school per session for two teachers X 2 days X 30 weeks X 2 hours
9. Reading Partners and READ Alliance contractual vendor services
10. No cost associated with this activity.

Budget and Resource Alignment

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

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

N/A

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Our 2012-13 SQR, on page 4, finds that we must continue to develop teacher pedagogy to include effective questioning, discussion and differentiation techniques that result in multiple entry points, so that all students are consistently engaged in learning and discussion. It 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, including PD 360, coaching and modeling continues this year. We were not cited for this tenet in our SQR 2011-12.

Review Type:	SQR	Year:	2012-13	Page Number:	4-5	HEDI Rating:	D
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Tenet 4: Teacher Practices and Decisions

Indicate using an “X” the Standard(s) 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.

X	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

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

By June 2014, 80% of the targeted group (bottom 3rd) will show at least 5% improvement in reading fluency in and comprehension of grade leveled texts as measured by TCRWP assessments.

Instructional Strategies/Activities

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

A. Strategies/activities that encompass the needs of identified subgroups

- 1. Activity – Refine curricula and academic tasks to consistently provide appropriate scaffolds for all students to be cognitively engaged and demonstrate their thinking. Continue to develop teacher pedagogy to include effective questioning, discussion, and differentiation techniques that result in multiple entry points so that all students are consistently engaged in learning and discussion. Continue to refine assessment practices so that they inform teacher practice and support specific goals for all learners. Teachers will share effective practices and activities. Through discussion they will plan next steps using what is successful and discarding what is not. 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. PD360 and READ Alliance provide professional development to support this activity.**
- 2. Activity – Differentiation of instruction will be planned at grade meetings using feedback from Inquiry work, assessments and Tier 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 2013 ELA assessment. All students in grades 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. PD360 provides professional development to support this activity.**
- 3. Activity – Saturday Academy provides enrichment literacy and mathematics instruction for those students who have mastered the basics but need to expand their learning in creative and challenging ways.**
- 4. Activity – 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. (4.2, 4.5)**
- 5. Activity – An afterschool program for grades 3 - 5 English Language Learners, utilizing technology and literacy through the arts, will enhance the language skills of that population.**

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

- 1. All pedagogical staff, f-status teacher, Principal, Assistant Principal, READ Alliance, PD360**
- 2. All pedagogical staff, Principal, Assistant Principal, PD360**

3. Four teachers and Principal
4. Data specialist, grade leaders and cabinet members
5. Two teachers
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. All teachers will analyze benchmark and teacher-created formative assessments in order to inform their instruction that will lead to improved student performances on summative assessments, including (for 3 rd , 4 th and 5 th grade students) NYS ELA, Math and Science exams.
2. All teachers will implement on-going formative assessments and base their instruction on students' performance, which will be monitored monthly by the Principal and Assistant Principal.
3. Participating teachers will evaluate student learning and report progress to the Principal and Assistant Principal, weekly.
4. The Data Specialist, grade leaders and cabinet members will conduct an analysis of the results of the internal assessments as compared to external assessment to evaluate the alignment between the internal and external assessment data with a target of no more than a 10% deviation in the scoring alignment. This data will also be charted quarterly on the Data Room's bulletin board.
5. Weekly classroom assessments will be analyzed to evaluate the progress, effectiveness and impact of this after school activity.
D. Timeline for implementation and completion including start and end dates
1. Ongoing from September 2013 – June 2014
2. Tuesdays and Wednesdays, ongoing from September 2013 – June 2014
3. Eleven Saturdays starting January 11 and ending April 26.
4. Ongoing from September 2013 – June 2014
5. Tuesday and Wednesdays, ongoing from September 2013 – June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. F-status teacher, 2 days X 30 weeks. READ Alliance and PD360 are contractual vendor services.
2. No cost associated with this activity.
3. Four teachers and one administrator X 11 days X 3 hours per session
4. Supplies to support instruction.
5. Two teachers per session for 2 days X 30 weeks X 2 hours, One administrator per session for 2 days X 30 weeks X 2 hours

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	PF Set Aside	x	Tax Levy	x	Title IA	x	Title IIA	x	Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core			
X	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).										
According to NYS standardized test data, 22% of our students met standard in ELA and 22.1% of our students met standard in math. We believe in educating the whole child. Based on the parent teacher survey initiated by our school, we found that we needed to address the social and emotional developmental health of our students. We believe that this focused support on social and emotional needs will result in an improvement in academics, resulting in improved test scores.										
Review Type:	NYC Progress Report	Year:	2012-2013	Page Number:	3	HEDI Rating:	N/A			

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) 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	x	5.3 Vision for social and emotional developmental health
	5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

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

By June 2014 100% of the students will demonstrate the Leader in Me process in at least one public forum and successfully manage anger through cooperative play, group art making activities and peer mediation leading to heightened self-esteem, positive attitudes towards learning and improved performance outcomes .

Instructional Strategies/Activities

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

A. Strategies/activities that encompass the needs of identified subgroups

- Activity – We will achieve this goal through cooperative learning, peer mediation, physical activities and the integration of the arts into the curriculum; CookShop, a cooking and nutrition program for grades K-2; Leader in Me; Arts Achieve for Professional Development and student assessments in theater education during school hours.**
- Activity – We will achieve this goal through cooperative, physical activities and the integration of the arts into the curriculum learning during after school hours. (5.3, 5.4)**

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

- All teachers; SBST; Guidance Counselor; Teaching artists from Shadowbox Theatre, Studio in a School Association and 92nd Street Y; Nutrition educators from Teachers College; Playworks Coach; School Food staff**
- CAMBA, Playworks, MoCADA, Bedford Village Ensemble, Bedford Village Art Club, Lego Robotics and LEP after school program; Children of Promise, after-school program for children of incarcerated parents**

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

- By the end of 2013-14 school year, there will be 10% fewer suspensions and incidents of aggressive behavior; an increased self-esteem as measured by Leader in Me binders; healthier dietary choices as measured by number of students who visit a salad bar on a regular basis; an increase in fitness as measure by the Fitnessgram**
- By the end of 2013-14 school year, there will be 10% fewer suspensions and incidents of aggressive behavior; an increased self-esteem as measured by Leader in Me binders; healthier dietary choices as measured by number of students who visit a salad bar on a regular basis; an increase in fitness as measure by the Fitnessgram**

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

- Ongoing from September 2013 to June 2014**
- Ongoing from September 2014 to June 2014**

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

- Playworks, Leader in Me and 92nd Street Y are contractual vendor services; no other costs associated with this activity.**
- Playworks is a contractual vendor service; Two teachers per session for 2 days X 30 weeks X 2 hours for after school LEP program.**

Budget and Resource Alignment

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

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

N/A

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

X	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
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PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement
PF Positive Behavioral Management Programs		PF RTI	PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

Based on the NYC School Survey and the parent / teacher survey initiated by our school, we found that there is a need to address family and community engagement through workshops, direct parent contact, volunteer opportunities and programs offered by community-based organizations. These are done both during and after school hours. According to the school survey only 4% of our parents completed the survey online. We need to educate families on how to utilize technology to support their children’s learning. According to the survey overall parent satisfaction dropped from 60% in 2011 – 2-012 to 50% in 2012 – 2013, therefore we need to better engage parents.

Review Type:	NYC School Survey	Year:	2012 - 2013	Page Number:	2, 3	HEDI Rating:	N/A
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Tenet 6: Family and Community Engagement

Indicate using an “X” the Standard(s) 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.

	6.2 Welcoming environment		6.3 Reciprocal communication
x	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

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

- 1. By June 2014, 100% of our parents will increase their capacity to support student learning through access to technology, academic, cultural and wellness educational experiences for themselves and their families.**

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

- A. Strategies/activities that encompass the needs of identified subgroups**
- 1. Activity – Support parent knowledge of child development and learning, as well as school curriculum and activities, through workshops, PTA meetings and functions, materials provided to bolster at-home learning and libraries, and the school’s website.**
 - 2. Activity – Provide parents with after school options for their children**
 - 3. Activity – Implement the CookShop for Families program**
 - 4. Activity – Provide parents with access to computers for online Kindergarten applications, ARIS Parent Link, and instructional technology.**
 - 5. Activity – Provide parents and their families with opportunities to connect with cultural and community-based organizations**
- B. Key personnel and other resources used to implement each strategy/activity**
- 1. Parent Coordinator; teacher workshop leaders; PTA officers; all teachers who maintain website pages and/or links; website-posted workshop content**
 - 2. CAMBA; LEP, MoCADA, Bedford Village Ensemble and Bedford Village Art Club after school programs**
 - 3. Parent Coordinator; CookShop**
 - 4. Parent Coordinator and Technology Coordinator/Teacher**
 - 5. Parent Coordinator; The Shadowbox Theatre; Cool Culture**
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1. By the end of 2013-14 school years, parent participation at workshops and PTA meetings and functions and their accessing of the school website will impact all parents as measured by attendance sheets, website tracking and parent-teacher communication logs**
 - 2. By the end of 2013-14 school years, parent satisfaction in the quality of the after school program will increase by surveys and parent attendance at student performances.**
 - 3. Parent attendance at CookShop for Families workshops will be monitored and they will be surveyed to measure their satisfaction with the program**

4. Parent participation in this activity will be monitored
5. Parent attendance at Shadowbox Theatre Saturday family productions and use of Cool Culture passes will be monitored to measure the impact of this activity. Parents are encouraged to share photographs of their attendance at cultural institutions.
D. Timeline for implementation and completion including start and end dates
1. Ongoing from September 2013 to June 2014
2. Ongoing from September 2013 to June 2014
3. Ongoing from December 2013 to June 2014
4. Ongoing from January 2014 to June 2014
5. Ongoing from September 2013 to June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. No cost associated with this activity.
2. Two teachers per session for 2 days X 30 weeks X 2 hours for the LEP program. No other cost is associated with this activity.
3. No cost associated with this activity.
4. No cost associated with this activity.
5. Cool Culture is a contracted vendor service. No other cost is associated with this activity.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	PF Set Aside	x	Tax Levy	X	Title IA	x	Title IIA	X	Title III	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core				
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	x	PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders				

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Common Core using Universal Design for Learning Depth of Knowledge	Small group instruction, tutoring	During the school day, after school and Saturday
Mathematics	Common Core using Depth of Knowledge Universal Design for Learning	Small group instruction, Tutoring	During the school day, after school and Saturday
Science	Integrated with ELA as informational text	Small group instruction, tutoring	During the school day, after school and Saturday
Social Studies	Integrated with ELA as informational text	Small group instruction, tutoring	During the school day, after school and Saturday
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Focus is on self-esteem, anger management, and anti-bullying strategies.	Small group, one-to-one	Small group, one-to-one

**Title I Information Page (TIP)
For School Receiving Title I Funding**

3. All elements of the *All Title I Schools* section must be completed*.
3. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
4. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

When recruiting new teachers we assemble a team of administrators, teachers and parents to interview prospective candidates and evaluate their demonstration lessons based upon 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 turnkey with their colleagues.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Staff attendance at continuing education and professional development workshops are encouraged. Selected staff are assigned to various professional development sessions with the expectation that their knowledge will then be shared with the rest of the school through time set aside and after school. Webinars of interest are identified and noted for staff to participate in. The use of PD 360 topics of use and interest to advancing the implementation of the CCSS and good teacher practices are assigned and discussed at meetings.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

As a schoolwide project school and a participant in conceptual consolidation we have the means to comingle funds to meet the needs of all children to meet and exceed CCSS in all areas.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

In order to assist in the transition from pre-k to kindergarten, we purchased a comprehensive instructional program that integrates ELA, Math, social Studies and Science. We schedule vertical conversations between Pre K and Kindergarten teachers focusing on how students learn and their growth and progress. The conversation includes how ESL and students with special needs are prepared for Kindergarten

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Each teacher completes a reflection on practice and materials used i.e., assessments. As a result of discussion we decided to change the baseline assessment that the school was using in prior years to a more comprehensive assessment that reflects the rigor aligned to the CCSS. Before we distributed the new assessments all teachers were provided with time to discuss the new assessment, review the content, the method of evaluation the requirements and rubrics used.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

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 Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend 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;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District 13	Borough Brooklyn	School Number 003
School Name The Bedford Village School		

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

Principal Kristina Beecher	Assistant Principal Wendy Legere
Coach type here	Coach type here
ESL Teacher Georges Francois	Guidance Counselor type here
Teacher/Subject Area Susan Dowling/Reading	Parent type here
Teacher/Subject Area Michael Cooper/Art	Parent Coordinator Atasha Johnson-Harris
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	458	Total number of ELLs	44	ELLs as share of total student population (%)	9.61%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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														
Pull-out	7	9	6	7	6	9								44
SELECT ONE														0
Total	7	9	6	7	6	9	0	0	0	0	0	0	0	44

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	44	Newcomers (ELLs receiving service 0-3 years)	37	ELL Students with Disabilities	5
SIFE	1	ELLs receiving service 4-6 years	7	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	37	1	5	7	0	0	0	0	0	44
Total	37	1	5	7	0	0	0	0	0	44

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

**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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	0	1	0	0	2								4
Chinese	0	1	0	0	0	0								1
Russian	0	0	0	0	0	0								0
Bengali	1	2	3	1	4	2								13
Urdu	0	0	0	0	0	0								0
Arabic	1	1	0	2	0	1								5
Haitian	0	0	0	0	0	0								0
French	2	3	1	2	1	2								11
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	2	2	1	2	1	2								10
TOTAL	7	9	6	7	6	9	0	0	0	0	0	0	0	44

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	2	2	3	3	3								16

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	1	4	3	1	0	1								10
Advanced (A)	3	3	1	3	3	5								18
Total	7	9	6	7	6	9	0	0	0	0	0	0	0	44

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	1	0	0	3
4	5	1	0	0	6
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3		1		0		0		4
4	5		3		0		0		8
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3		4		2		0		9
8									0
NYSAA Bilingual (SWD)									0

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

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

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

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

Our ELLs are assessed periodically with their mainstream classmates. We use ECLAS, Fountas and Pinell, TCRWP; 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 mirrors reading and writing in the real world and in school. This objective is achieved through systematic observation and documentation of progress; formal assessment which provides a snapshot view; informal assessment such as student work samples and conferences with students and parents. The overall assessment is the New York State English as a Second Language Achievement Test (NYSESLAT), which is administered in the spring and ascertains every ELL language proficiency level for the following academic year. Tests data will be provided below.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The data from the NYSESLAT assessments indicate that as students receive ESL instruction and are immersed in their monolingual classrooms, 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.

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

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

As of November 15, 2013, RNMR is not available on ATS

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

We have no students who took tests in their native language. The low incidence languages that are represented in our school are used to encourage learners to develop bilingualism and enrich their learning so that they can easily transfer their literacy skills across two languages.

We use Periodic Assessments to learn where students need more help and plan targeted instruction. The rationale is really three-fold:

1. Periodic Assessments provide schools with up-to-date information about what each student knows and can do so that teachers can target instruction to the learning needs of every child.
2. Periodic Assessments predict students' performance on New York State Tests so that teachers can help every student meet or exceed State Learning Standards.
3. Periodic Assessments measure student learning within a grade and from grade-to-grade to help schools keep students on track for

success.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

The Response to Intervention framework provides data to ensure that all students receive high quality, rigorous instruction matched to their needs. The RtI process identifies areas where students are struggling early, and provides them with interventions that address those areas, and checks their progress to ensure they get back on track. Students are identified through screenings, diagnostic and progress monitoring assessments.

RtI begins with strong core instruction, called Tier 1. Students identified as needing additional support receive increasingly intensive, targeted academic support, called Tier 2 and 3 interventions. RtI helps ensure that small challenges that students may face early on do not become larger difficulties later in their academic careers. Each tier provides instruction and support with increasing intensity and/or time spent working on specific skills.

Student progress is measured by administering quick checks of understanding and learning called progress monitors. Using the data gathered through assessment, observation, and student work, we provide targeted intervention to students who are experiencing challenges with learning or who are struggling to make progress on certain skills or concepts.

Students who do not make progress in Tier 1 based on screening and ongoing checks of progress are provided with additional instructional support in Tiers 2 or 3.

Students in need of additional support receive assistance that is designed to meet their needs, called “targeted intervention.” These interventions are provided with increasing intensity, depending on how much additional support the student needs. This can mean more time, smaller group or individual instruction, or a greater focus on the specific areas in which the student is experiencing difficulty. Tier 2 intervention is provided in addition to regular classroom instruction. Typically, the student is taught in a small group, receiving additional instructional time and/or taught using various techniques and with more intensive focus on hard concepts.

Tier 3 intervention is also provided in addition to regular classroom instruction. Here the student receives more frequent and intensive support than in Tiers 1 or 2, sometimes on an individual basis.

6. How do you make sure that a child’s second language development is considered in instructional decisions?
We support second language development with the use of scaffolds such as prior knowledge, schema building, text reconstruction, and metacognition. We use technology tools like computer softwares for reading and math to foster interactive learning and we apply researched-based methods like sheltered instruction with differentiation.
7. 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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
7 ELLs out of 48, or 15 percent passed the NYSESLAT in Spring 2013. In addition to the rate of ELLs who test out, we look at the movements or lack thereof across the proficiency levels. This comprehensive picture allows us to zero in on areas of weakness, be it reading or listening, and provide guidance to students on how to further sharpen the skills that they have mastered.

Part IV: 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 ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Within the first ten days of enrollment in school through the initial identification process, a school pedagogue, usually the ESL Teacher or a school administrator who is also trained in ELLs intake procedures determines whether a newly admitted student may be limited English proficient and therefore required to take the LAB-R and Spanish Lab - in the case of Spanish speakers. After the Pupil Personal Secretary informs the LAP Team of a new admit, the standard and mandated procedure that is followed to complete the initial identification of potential ELLs includes the following steps:

- 1) Administration by a trained pedagogue of the Home Language Identification Survey (HLIS); which is the official state form designed to identify students who may be English language learners;
- 2) A member of the LAP Team, a trained pedagogue attentively guides the family through the home language identification process and provides an orientation of the building and the programs offered at the school, including extracurricular activities;
- 3) With the assistance of a staff person who knows the child's home language or an Interpreter from the Translation and Interpretation Unit, a trained pedagogue conducts an informal interview in English and in the family's native language;
- 4) Administration of the LAB-R within the 10 day window, if the student is found to be eligible for the assessment;
- 5) Administration of Spanish LAB by a Spanish speaking staff member if the student is a Spanish speaker;
- 6) Placement in bilingual/ESL program (i.e. Transitional Bilingual Program, Dual Language Program, Free-standing ESL Program); Such placement is determined by a specific cut score provided by the state on each grade level. This score also correlates with a specific NYSESLAT proficiency level. Children who do not pass the LAB-R will start at the beginning, intermediate, or advanced level until the next NYSESLAT. Using the report RLAT, we determine each student proficiency level and compile a list of those who reach the highest level and exit the program. Students who test out are still eligible for testing modification and supplemental services for two years. Supplemental services include after-school, Saturday Academy, and free access to literacy and math software purchased by the school.
- 7) A more formal Parent Orientation with a full Agenda provides information about placement into and exit out of the program, including important details about the New York State English as a Second Language Achievement Test (NYSESLAT). Other languages spoken by P. S. 3 Pedagogues and other staff members are: Spanish, Bengali, Arabic, French, Haitian Creole, and a variety of African dialects such as Fulani, Wolof and Bambara. The school PTA identifies some parents who are literate in their native language and keeps them as volunteers to assist the LAP team on a regular basis, with translation matters.

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.

After completion of the intake process and the language assessments, parents receive directly from the Principal, Kristina Beecher, either an entitlement or a non-entitlement letter both in English and in the parent's native language regarding the language test result.

In cases that warrant an entitlement letter, the parent also receives an invitation to attend an orientation meeting to get information about the three different English language programs that are offered throughout the city's public schools: Transitional Bilingual Education, Dual Language, and Free-standing ESL Program. The ESL Teacher, Georges Francois, the testing coordinator, Susan Dowling, with the assistance of the parent coordinator, Atasha Harris-Johnson and some translators facilitate orientation meetings that are held throughout the school year for parents of new ELLs, to give them the opportunity to learn about the three programs and discuss their structures and merits. This information is on a VHS tape and also in a video clip on the NYC Department of Education website, available in 9 covered languages.

Parents have a chance to view the video in their native language. They then discuss their choices of English program and other topics such as standardized tests and promotion standards.

Parents are also informed that they are free to enroll their English language learners in anyone of the three programs they prefer. If their number one choice is not currently available in the school, they understand that they can get a transfer on demand; they also understand that when the school has at least 15 ELLs who speak a common language in 2 contiguous grades, a bilingual class would be open in that language for them.

During the entire process of registration and ELL identification, the LAP team, school secretaries, parent coordinator, ESL Teacher, and translators work collaboratively to assist parents, address their concerns, help them complete the required forms to ensure the appropriate placement of ELLs. This close collaboration ensures that outreach to parents remain active and consistent throughout the school year.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

ESL certified teacher Georges Francois, Testing Coordinator Susan Dowling are responsible for implementing the following CR Part 154 regulations:

- LAB-R and NYSESLAT administrations;
- Distribution of entitlement letters and Parent Survey and Program Selection forms;
- Parent Orientation scheduled within the first two weeks of the child's enrollment in order to record the ELPC on ATS;
- Parent notification letter regarding program placement, and NYSESLAT Results.
- Letter of continuation to parents to inform them of their children English progress and proficiency levels;
- Parent workshops regarding Periodic Assessment and NYSESLAT;
- Ordering and Packaging of test materials;
- Dissimination of information regarding testing schedules;

Our preferred mode of collecting Parent Surveys and Program Selection Forms from parents is during Family Orientations. We have found that over the years, the most efficient way to have those forms completed is when the parents are present in the building. In the few cases, when no one shows up for face-to-face meetings, we use certified mail and repeated phone calls until an adult member of the family makes an effort to come in. We believe that it is of utmost importance that 1) the family is aware of what the school is doing to educate their children; 2) that they understand the components of the English programs available to them; and 3) that they realize that the school need their cooperation in order for their children to achieve success.

Once the surveys and program selection forms are signed and collected, a copy of each, along with copies of is placed in the student's cumulative record folder and a copy is kept on file.

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.

Once a new admit is identified as ELL, the entitlement letter along with parent survey and program selection form are sent home in English and in the family's native language. Continued Entitlement Letters are sent home (English/Native language) for the students who score below the proficiency level on the NYSESLAT. These letters are dated and signed by the Principal informing parents that their children are entitled to receive or continue to be entitled to receive ESL services. Copies of each letter are stored on file along with copies of the HLIS.

The school compliance with state mandates regarding placement and entitlement letters, and parent choice revolve around parent orientation. After a meeting is scheduled and parents are informed, via regular mail, e-mail or direct delivery by students, the LAP team collects the return slips and logged in each parent response. Then the language needs are assessed in order to contact interpreters, who may be a staff member, a parent volunteer, or someone from the Translation and Interpretation Unit.

The forms are collected during parent orientation meetings after they are filled out, dated and signed by the parents. After that, original forms are attached to the home language surveys and placed in students'cumulative folders.

The ESL Teacher and the Testing Coordinator are the main people responsible for the preparation, distribution, collection, and filing of all those documents. They also coordinate the language resources necessary for translation in order to maximize parent comprehension and participation at the meetings. Thus, parents receive information about and have opportunity to discuss the features of the three different models of English programs offered in city schools: transitional bilingual, Dual Language, and free-standing ESL. Parents therefore understand clearly that they have a choice on deciding what English program they want their children to attend.

The school uses all resources necessary to ensure that parents of new ELLs receive their child's Entitlement Letter and Program Selection Form. Those resources include mailing services, telephone contacts, and home visits as a last resort when forms are not returned. When they come to the orientation, parents get to watch the Department of Education DVD in one of 9 covered languages that explains the programs, using images of educators, parents, and classrooms taken from the field. Parents who speak a low- incidence language that is not represented in the video are encouraged to bring a friend or relative to help with translation. Otherwise, we make arrangement with the Interpretation and Translation Unit to get a translator. Parents rank and decided on their choices of English

program for their child only after they watch and discuss the content of the video.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSESLAT is administered every year in accordance with the state's strict guidelines. The Speaking modality is given individually to students over a 4 week period. The Listening, Reading, and Writing exams are administered on consecutive days by a team of pedagogues with whom the learners already have familiarity.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

The parent surveys over the past few years indicate that parents – over 90% - prefer their children to be integrated into a monolingual classroom, and receive, through our freestanding ESL program, immersion in both language and content area instruction. Through parent orientations though, information is disseminated about the various second language 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 alternative 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. Furthermore, The sizes of the linguistic groups represented in the school do not at this juncture warrant any program expansion. So for the foreseeable future, we will continue to serve our English language learners through the Freestanding ESL Model. This year however, we are in the process of recruiting students for a French Dual Language Kindergarten class to be launched in the Fall of 2014.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

We implement a freestanding ESL program, using the pull-out model of instruction. We pull out heterogeneous groups of students from different classes on a same grade level, or in some cases in contiguous grades, for ESL instruction.

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)?

Through collaboration with staff, our English language learners receive ESL services according to their levels of proficiency, as mandated by the State Education Department. The time allocation is as follows: beginning and intermediate levels receive 360 minutes of instruction during the week; those who tested at the advanced level get 180 minutes.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Based on the students' scores from the most recent NYSESLAT, we have put in place a number of 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. Our ESL strategies are infused into content area instruction. The following is a partial list of approaches and methods we use to make content and language instruction comprehensible:

1. The language experience approach (LEP) which focuses on reading instruction based on activities and stories developed from personal experiences of the learner. This approach has several benefits. It brings together writing, reading, art, and language. It extends the learners' creativity in storytelling through writing. It helps learners understand that what they think and say can be written. It is learner-centered and demonstrates that the learners' thoughts and language are valued. It provides reading material that is predictable and readable because it uses the learners' natural language.

2. Total Physical Response (TPR). This method allows the learner to internalize the patterns and sounds of the language through spontaneous physical responses such as looking, laughing, smiling, turning, watching, grasping, holding, sitting, or running.

3. Cognitive Academic Language Learning Approach (CALLA). This strategy was created specifically for students with limited knowledge of English. It enables them to become more proficient so that they can take part in content directed instruction. The main goal is for students to learn the content and skills necessary to become successful in their academic pursuits.

4. Sheltered Instruction Organization Protocol (SIOP). Also known as specially designed academic instruction in English (SDAIE), Sheltered Instruction is a method whose main goal is to teach content to students learning English through a developmental language approach. One advantage of this approach is the fact that it draws from and complements methods and strategies advocated for both second language and mainstream classroom.

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

P. S. 3 implements the Freestanding ESL model of English instruction. We only support students' native languages with materials like books (both fiction and non-fiction) and dictionaries that they use independently in school or at home.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs get evaluated in all four modalities in the following ways:

 - a) The ESL Teacher uses NYSESLAT materials from two publishers, Attanasio & Associates and Continental Press, for both instruction and formative assessment. These materials cover widely the four modalities of the test. Every ELL takes a formal test on each modality every month on a rotation basis.
 - b) We download past tests from the New York State Education Department for practice. These assessments are given twice a year and mirror the the NYSESLAT.

c) We are one of the schools in the state that administer a Periodic Assessment to students in grades 3-5 twice a year - one in the fall and one in spring. Each modality is covered in a separate section. We give this test in 2 sessions to each level- 3/4 and 5/6.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a) SIFE are students who have significant gaps (2 years or more after grade 2). As an at-risk population, these students benefit from approaches which integrate social, cultural, instructional, and community resources. Our plan for this group includes the following:

- determining the nature and extent of the student's prior knowledge and educational experiences, from being able to write his or her name to performing a basic math task, like counting a number of objects.

- focusing on literacy and numeracy skills;

- tapping into their interests in order to scaffold information;

- using instructional materials which are developmentally and age-appropriate;

- saturating the environment with technology-based materials that are interactive.

b) The plan for newcomers (0-3 years in a US school) focuses on elements of balanced literacy and use of computer software which facilitates rapid language development. Content vocabulary gets highlighted in every lesson and cross-disciplinary lingo is greatly emphasized.

c) For the 4-6 years cohort, we utilize programs like the Wilson Reading Program and the Teacher's College Reading and Writing Initiative, which provide skill mastery in phonics, fluency, phonemic awareness, vocabulary, spelling, and decoding.

d) Our plan for long-term ELLs is Response to Intervention to address their academic needs and help them overcome the challenges they still face in meeting the learning standards. This method which includes screening, teaching, monitoring, and tiered service delivery, seeks to provide early and systematic intervention to students who are having difficulty learning, using mainly tiers 1 & 2.

e) Our former ELLs benefit from an array of enrichment programs to help them sharpen their skills and expand their knowledge base. They participate in after-school instruction where they receive support to complete homework in various subjects. They are also involved in Art, Music, Robotics, and culinary arts.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Teachers of ELL-SWDs use content-based English and carefully adjust instructional materials, learning tasks, and classroom techniques for developing language, content, cognitive, and study skills. The curriculum materials provided by the school include an ESL-SWD component, complete with workbooks for the content area subjects. So the core of the materials covered is made accessible to all the subgroups.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

In order to meet these goals, our schools has diligently created a slew of programs and resources as

Recommended by the New York State Education Department:

- _ General Education with Support Aids and Services;
- _ Special Education Teacher Support Services (SETSS);
- _ Integrated Co-Teaching;
- _ Special Class Services.

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

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

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

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

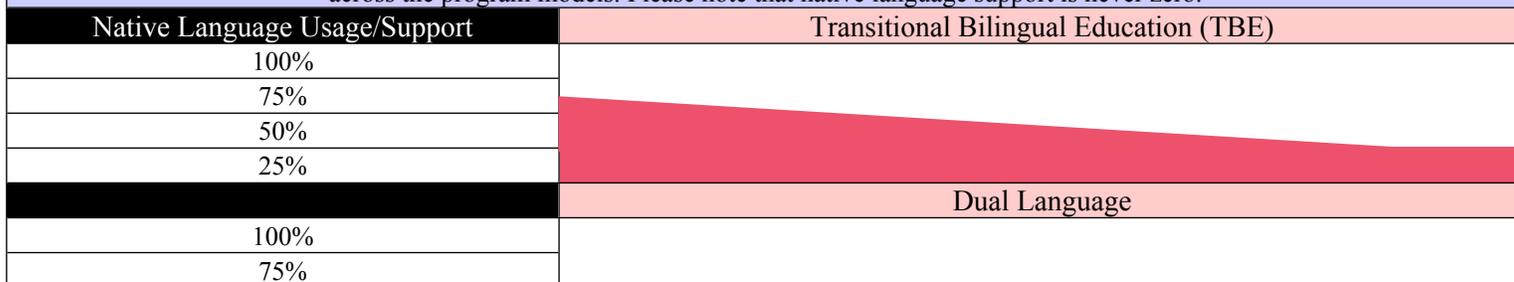
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- PS 3 a very elaborate and level-specific intervention program. The schedule is set up in a clever way that affords levels 1 and 2 students a total of 225 minutes a week to work with a Teacher in small groups of 5-7. This plan allows our Teachers to use individual baseline assessments to tailor instruction and differentiate their intervention services for every student, regardless of their academic levels or capacities.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We are witnessing palpable progress in our learners' performances. In reading, the hook and connection point for the lower-level learners is the use of a lot of visuals and interactive animation through technology. In math the emphasis is on presentation of concrete scenarios that transition and spiraled to abstract concepts. Virtually every ELL, including beginners are showing convincing signs of language acquisition and conceptual understanding. They express themselves with greater clarity and increasingly demonstrate understanding of math.
11. What new programs or improvements will be considered for the upcoming school year?
- Two new math programs - discussed below - will be consolidated. Pre-K students will be introduced to a new math program called MATH FLASH, which is a fun, motivating, stimulating math training program for young minds
12. What programs/services for ELLs will be discontinued and why?
- N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Our ELLs participate in all supplemental and enrichment services offered in the school: Intervention, After-School, which includes literacy and math, Robotics, Art and Music. These are all well established and very successful programs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The school uses the Treasures Reading Program in grades K-5. This program includes a leveled library with 3 reading levels, workbooks, and multilevel component for ELLs.
- Students sink their teeth into two different math programs. Grade 4 has Jump Math, which is an experimental program already in use in Canada and England, and features aspects of the Singapore Math. The other grades use Go Math which is a focused elementary math curriculum designed to meet the goals of the Common Core Standards for Mathematics.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- 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 tools 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
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- In addition to the application of approaches like the total physical response (TPR) that are susceptible to engage newcomers of all ages before they can even produce oral responses, a fairly comprehensive array of services and programs have been put in place to facilitate their acculturation and integration in the new school system. (See next response).
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- Many new LEP/ELL students need a period of adjustment, not only to the education system they are entering, but also to the social environment of this country. This is a time during which they need an emotionally safe educational atmosphere that fosters rapid language learning, acculturation, and enhancement of self-esteem. Newcomer programs differ tremendously in terms of general structure and setup, curriculum, length of stay, and language of instruction. What they do share is a dedication to helping limited English proficient newcomer students' transition to the American school system (and culture) as quickly and painlessly as possible, and to provide educational approaches that emphasizes English language acquisition, while recognizing that development

of language skills is but one of the many steps in the transition process.

Newly enrolled ELLs get official welcome by a school administrator, and receive, along with the accompanying parent, a tour of the building to reduce anxiety and invite them to open up to the new environment. They get to visit specific locations like the nurse's office, the lunchroom, the gym, the auditorium, and the appropriate bathroom before they sit in their respective classrooms.

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1) P. S. 3 is a Leader in Me school. Therefore a lot of professional development sessions, which take place fortnightly, revolve around the 7 Habits of effective leadership. Part of the mission in teaching those habits or principles is for students and staff as well, to learn how they work, practiced by exemplary role models, and incorporate them in their daily lives, both in school and at home. Those principles are integrated into cooperative learning to solve math problems, do research projects, conduct scientific inquiry.

Under the Leadership of the Principal, the Inquiry Team tackles topics such as, team collaboration, ELLs data, scaffolding for ELLs, Principles of the Instructional Core, math concepts and presentations.

3) All teachers receive guidance and instructional materials to make ELLs who are transitioning to middle school feel inclusive and ready to take that next step in their educational journey. All instructional programs used now in the have ESL component and are designed in a way that highlights the content vocabulary in each unit of study. To increase staff awareness about the need to prepare ELLs for middle school, our inquiry team has developed the following framework:

- Maintain a clear vision that includes high expectations for ELLs.
- Cultivate a culture of respect for diversity and an appreciation of all home languages.
- Establish common school-wide practices focused on ELLs, like a cultural celebration.
- Continuous monitoring of English language learners' progress;
- Be cognizant of the fact that language and content acquisition are interdependent and be aware of the need to support former ELLs so that they achieve their fullest linguistic and cognitive potential in all areas.

4) The ESL staff participate in off-site workshops, provided by the Office of English Language Learners and turnkey the training to the general school staff. Topics of interest designed to fulfill the hours of Jose P. training include: strategies to implement differentiated instruction, instructional scaffoldings for ELLs, ESL policies and mandates, CR Part 154 regulations, authentic assessment, reading and writing non-fiction for ELLs, math content and skills. In monthly staff meetings, classroom teachers, specialists, pedagogical support personnel and school administrators share and discuss content and delivery of curriculum and their alignment to the Danielson's Instructional Framework and to the Common Core Learning Standards.

D. Parental Involvement

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

2) Our main community based organization partner is the NYC Office of Adult and Continuing Education, located just 2 blocks from us. They provide tuition-free classes in adult basic education, GED preparation, ESOL, computer literacy, and career and technical education. They offer afternoon and evening classes. Other organizations we have a partnership with are health care agencies and the NYC Interpretation and Translation Unit

4) The school has several mechanisms in place to foster parent involvement and address their needs. There are various P.T.A. activities, and parents are represented in the School Leadership Team where plans regarding curriculum and the school administration are discussed. Parents of new ELLs have the opportunity to come to the school for a parent orientation to receive information in their native language and in English about English language instruction and the school environment. Additionally, workshops for parents of English learners are scheduled every month. In those meetings, parents get the latest updates and discuss various educational issues: Common Core State Standards, student conduct in school, nutrition and health, literacy and adult ESL, computer training, promotion standards and other issues that are of interest to them.

Translation is provided as needed through our network of interpretation services, in-house and through the Legal Interpretation Services. Often language and/or cultural barriers prevent parents from feeling confident in their own ability to collaborate with schools and assist in their children's academic achievement. Children from diverse cultural backgrounds tend to do better when parents and professionals collaborate to bridge the gap between the culture at home and the learning institution. Some examples of how we try to increase parental involvement and subsequently establish mutual trust and respect between school and parents are: (1) Translate parent meetings and informational materials into community languages; (2) Offer adult English classes and family literacy programs; (3) Make explicit unstated rules and behavioral expectations (for example, that parents are expected to attend parent/teacher conferences); (4) Invite and encourage parents to volunteer at the school; and, (5) Offer power sharing relationships by encouraging parents to form advocacy groups, and enabling them to share in decision making about school programs and policies.

E. Additional Information

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

N/A

Part VI: LAP Assurances

School Name: The Bedford Village School

School DBN: 13K003

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
KRISTINA BEECHER	Principal		12/16/13
WENDY LEGERE	Assistant Principal		12/16/13
ATASHA HARRIS- JOHNSON	Parent Coordinator		12/16/13
GEORGES FRANCOIS	ESL Teacher		12/16/13
	Parent		1/1/01
SUSAN DOWLING	Teacher/Subject Area		12/16/13
MICHAEL COOPER	Teacher/Subject Area		12/16/13
	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 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 13K003 School Name: The Bedford Village School

Cluster: 6 Network: 612

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.

As 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 always have parents of different linguistic backgrounds, with the assistance of translators from the UTIS, we provide consecutive oral translations in most parent meetings. Evidently, 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, weekly town hall meetings (every Friday) and other important events susceptible to impact the community at large are to be translated in the covered languages represented in 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

