Department of Education
Carmen Fariña, Chancellor

2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (*i.e. 01M001*):	**13K003**
School Name:	**P. S. 3 K, THE BEDFORD VILLAGE SCHOOL**
Principal:	**KRISTINA BEECHER**

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 3 / The Bedford Village School School Number (DBN): 13K003

School Level: Elementary Grades Served: PreK-5

School Address: 50 Jefferson Avenue, Brooklyn, New York 11216

Phone Number: (718) 622-2960 Fax: (718) 623-3193

School Contact Person: Kristina Beecher Email Address: kbeeche@schools.nyc.gov

Principal: Kristina Beecher

UFT Chapter Leader: Carmen Applewhite

Parents' Association President: Natalie Piggee

School Leadership Team Chairperson: Susan Dowling

Student Representative(s): N/A

District Information

District: 13 Superintendent: Barbara Freeman

Superintendent's Office Address: 355 Park Place, Brooklyn, New York 11238

Superintendent's Email Address: bfreeman6@schools.nyc.gov

Phone Number: (718) 636-3284 Fax: (718) 636-3266

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz

Network Number: 612 Network Leader: Cynthia Felix

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with Chancellor's Regulation A-655, available on the New York City Department of Education (NYCDOE) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
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 *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
N/A	CBO Representative, if applicable	
Susan Dowling	Member/ teacher	
Stephen Mohney	Member/ teacher	
Beverly Salmonese	Member/ teacher	
Marjorie Ellis	Member/ teacher	
Ivory Cannady	Member/ parent	
Fanta Fortune	Member/ parent	
Anita Wilson	Member/ parent	
Miriam Niang	Member/ parent	
Kim Crawford	Member/ parent	
	Member/	
	Member/	

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

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

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the Comprehensive Educational Planning Memorandum.

The Capacity Framework and SCEP Development

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

Aligned with the Chancellor's Four Pillars, the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

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

In accordance with the requirements of Chancellor's Regulations A-655, all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	**Rigorous Instruction**: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	**Supportive Environment**: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

7. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
8. **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
9. **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
10. **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
12. **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

PS 3 / The Bedford Village School is the oldest public school "in continuing and contiguous existence" in New York City*. Since the early 1700s, there has been a schoolhouse in Bedford, a farming hamlet and crossroads settled by Dutch families. Photos of earlier buildings include a one-room school, which the Brooklyn Public Library claimed as home of the first public library in Brooklyn during its own, Centennial commemoration in 1992. The Bedford Village School continues to be the cornerstone of this historic, Bedford-Stuyvesant brownstone neighborhood.

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

> We, the staff and parents, envision P.S. 3 / The Bedford Village School as a stimulating learning center:
>
> - in which all children are leaders;
> - where parents and teachers work together and address the academic and social needs of our children in the school and community;
> - where children will achieve an enriched, integrated curriculum that responds to the diverse cultural heritage of our children;
> - in which independent study and critical thinking skills are nurtured;
> - in which citizenship is promoted and enhanced;
> - and, where a love for learning is perpetuated.

Our curriculum is New York State Standards-based, which is aligned to Common Core Learning Standards. We believe that learning is actively constructed, is concrete and abstract, is socially mediated, emerges from building on experiences, is influenced by culture and the context in which it occurs, and involves growth and development. We use formative assessments to adjust and differentiate instruction. We believe in arts-integrated curriculum and field trips to support content area teaching and learning. Regular education, SWD, ELL and G&T students are engaged in the same grade-level curriculum. Using meta-cognitive skills, students are taught to articulate their competencies in all academic subjects and are able to bridge the unknown to the known. We believe that teaching and learning are social acts during which students and teachers collaborate. We seek to instill in our students a love for learning and expectations that they will be life-long learners, productive members of society, and good citizens.

We have a long-standing commitment to arts education as an essential component in our core instructional program. Not only do we fund full-time arts teachers in all four arts strands as per the *Blueprint for Learning and Teaching in the Arts* (dance, visual arts, music and theater), but partnerships with arts-in-education organizations that provide opportunities for our students to participate in all of the strands. Our students experience exhibitions, concerts and performances in various venues around the city. We were proud to have been designated by the DOE's Office of Arts and Special Projects as an Art Achieve treatment school. Through that federally funded initiative, our theater teacher acquired knowledge and skills in theater education. Our arts-in-education partners' teaching artists model arts lessons connected to ELA and Math curriculum, which classroom teachers observe. The Shadowbox Theatre, a musical theater company who use our

auditorium as its home base, has received, for the fourth year, a New York State Council for the Arts grant to implement literacy-based puppetry workshops with many of our classes. This is a form of professional development, which enables classroom teachers to learn how to integrate strands of arts education into their classroom instruction in all subject areas and provides opportunities for our SWDs and ELLs to interact with their other classmates on a level playing field that is fun. Town Hall performances by all classes give students performing arts experiences and teachers opportunities to implement arts instruction, while enabling the school to experience community, cohesion and celebration of everyone's talents. This year our arts-in-education providers are the 92nd Street Y, the Museum of Contemporary African Diasporan Arts Museum (MoCADA), Forces of Nature Dance Theater Company, and BRIC. Our 3-5 grade classes attend an annual Black History month concert at Town Hall and two Orchestra of St. Luke's performances. Many of our students matriculate to schools that allow them to extend their participation in the arts; some go on to arts-related careers.

This year we have initiated a French/English Dual Language program in a Kindergarten class. We received grants from the Office of Bilingual Education for planning and supplies. We have also received support from the French Consulate and other established dual language programs around New York City.

Our teachers have an average of 20 years of teaching experience. They are engaged in on-going professional development. We 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. We analyze assessment data to inform instruction and support specific goals for all learners. Teachers share effective practices and activities. Inquiry teams plan next steps using what is successful and discarding what is not. During Lunch-and-Learn sessions, grade-level common preps, and Monday PD sessions teachers meet collaboratively for planning and evaluation. Protocols are in place for the documentation of work. Student work, as well as teacher practice, is 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. Collaborative planning is aligned to the Common Core and involves depth of knowledge strategies, critical thinking, and self-reflection. Conference notes in different subject areas and the exchange of feedback in student notebooks and journals are evidence in this practice.

Administrators ensure effective, consistent and differentiated instruction across grade levels and throughout the school. Formal and informal observations are followed by conversations and written feedback in which positivity comes first and next steps are determined. From this, lab sites, inter-visitations and other professional development activities are scheduled. This is a cyclical process. Administrators return for follow-up visits to ensure that agreed upon revisions are implemented.

We are engaged in a school-wide transformative leadership process that is establishing a guiding vision, common language, and culture within the school community. It builds mutual trust and positive growth of students and adults and establishes a culture for learning that communicates high expectations to staff, students and families and positively impacts the quality for the instructional core across classrooms. Through The Leader in Me process students learn leadership, accountability, adaptability, initiative and self-direction, cross cultural skills, responsibility, problem solving, communication, creativity and teamwork.

We have received a $10,000 Neighborhood School Grant from the Walentas Family Foundation, which will be used to fund field trips for all K-5 students to venues around New York City that will support social studies and science education. We have named this initiative *City as School* to highlight the plethora of institutions in New York City that offer stellar educational opportunities available to classes and extend content learning beyond the classroom and school.

Most of our PreK-5th grade classes this year will participate in CookShop's food preparation and nutrition program. NYU Polytechnic School of Engineering supports 5th grade science instruction with their *Applying Mechatronics to Promote Science* program. Pace University supports our First Lego League Robotics after school program. We have received numerous Grow to Learn NYC grants to develop our school garden as a

classroom. This year we received a Citizens Committee for New York City grant to plant our sidewalk gardens with native species understory woodland plants, shrubs and trees. We are continuing our Education for Sustainability initiatives, which was begun last year in partnership with the Children's Environmental Literacy Foundation, and won a $5,000 award for reducing our electricity usage from Solar One's Green Design Lab.

This year we were awarded a $170,000 Reso-A grant to support technology education. We will purchase additional interactive whiteboards and carts of laptops with these funds. We have automated our library through a Department of School Library Services grant, are a MYLibraryNYC member, and participate in the Brooklyn Public Library's *Meet-the-Author Series*.

Our after school programs are varied and inclusive: Reading Partners, Project READ, CAMBA, MoCADA, Robotics, Music Ensemble, Art Club, and a Title III Supplemental Instruction Program for ELLs. This will be our third year partnering with New York Cares to provide volunteers for our Saturday Academy. They work with struggling grade 3-5 students to provide one to one test prep instruction in ELA and Math under the supervision of our teachers.

Since 1990, we have been on the forefront of educational reform in New York City. Our initial efforts were sponsored by the Board of Education's Office of School Reform and supported by the United Federation of Teachers. We were awarded grants from the DeWitt-Wallace/Readers' Digest Fund for Library/Media Center enhancement and the Annenberg Challenge for Arts Education for arts development. We have since received numerous New York City Council grants for the improvement of Science and Technology instruction. NYC's Department of Health operates an in-school Medical Clinic. This year the New York Foundling Hospital will open an Oral Health Clinic at PS 3. We have an active PTA that promotes home-school communications, parental involvement, and school development.

A review of our Learning Environment Survey indicated that parents wanted to use technology as a form of communication. We have established a website to foster parent engagement. On the website we post notices, events and our monthly newsletter. Teachers create webpages attached to our school website where they post homework assignments and class news, announcements and photos. We sponsor monthly parent workshops regarding curricula, social/emotional development, and other issues of interest to parents. Tuesday afternoon parent meetings have enabled us to communicate more effectively and regularly regarding their child's progress. They are encouraged to access the ARIS Parent Link, while it is still available, and other online resources to support their child's learning at home. Our ESL teacher schedules regular meetings with parents of our ELLs.

Our challenges:

- We need to show growth in learning in all subject areas as evidenced by the number of students who have scored on or above grade level on City and State assessments.
- We need to engage students in a more rigorous curriculum aligned with the CCLS.
- We need to focus more on the social emotional developmental health of students.
- We need to increase parental involvement.
- We need additional funding sources to enable us to hire support staff and to partner with CBOs, to help us with student and family services.

**The New York Times*, April 11, 1948

13K003 School Information Sheet

School Configuration *(2014-15)*					
Grade Configuration	**PK,0K ,01,02, 03,04, 05**	**Total Enrollment**	**510**	**SIG Recipient**	**N/A**
Types and Number of English Language Learner Classes *(2014-15)*					
# Transitional Bilingual	**N/A**	**# Dual Language**	**N/A**	**# Self-Contained English as a Second Language**	**N/A**
Types and Number of Special Education Classes *(2014-15)*					
# Special Classes	**N/A**	**# SETSS**	**N/A**	**# Integrated Collaborative Teaching**	**N/A**
Types and Number of Special Classes *(2014-15)*					
# Visual Arts	**N/A**	**# Music**	**N/A**	**# Drama**	**N/A**
# Foreign Language	**N/A**	**# Dance**	**N/A**	**# CTE**	**N/A**

School Composition *(2013-14)*			
% Title I Population	**87.1%**	**% Attendance Rate**	**90.9%**
% Free Lunch	**86.9%**	**% Reduced Lunch**	**3.5%**
% Limited English Proficient	**10.1%**	**% Students with Disabilities**	**11.9%**
Racial/Ethnic Origin *(2013-14)*			
% American Indian or Alaska Native	**1.2%**	**% Black or African American**	**73.1%**
% Hispanic or Latino	**9.7%**	**% Asian or Native Hawaiian/Pacific Islander**	**11.5%**
% White	**1.9%**	**% Multi-Racial**	**2.5%**
Personnel *(2014-15)*			
Years Principal Assigned to School (2014-15)	**15.47**	**# of Assistant Principals (2014-15)**	**1**
# of Deans (2014-15)	**N/A**	**# of Counselors/Social Workers (2014-15)**	**1**
Personnel *(2013-14)*			
% of Teachers with No Valid Teaching Certificate (2013-14)	**N/A**	**% Teaching Out of Certification (2013-14)**	**5.9%**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**N/A**	**Average Teacher Absences (2013-14)**	**6.77**
Student Performance for Elementary and Middle Schools *(2013-14)*			
ELA Performance at levels 3 & 4	**25.1%**	**Mathematics Performance at levels 3 & 4**	**24.0%**
Science Performance at levels 3 & 4 (4th Grade)	**79.5%**	**Science Performance at levels 3 & 4 (8th Grade)**	**N/A**
Student Performance for High Schools *(2012-13)*			
ELA Performance at levels 3 & 4	**N/A**	**Mathematics Performance at levels 3 & 4**	**N/A**
Credit Accumulation High Schools Only *(2013-14)*			
% of 1st year students who earned 10+ credits	**N/A**	**% of 2nd year students who earned 10+ credits**	**N/A**
% of 3rd year students who earned 10+ credits	**N/A**	**4 Year Graduation Rate**	**N/A**
6 Year Graduation Rate	**N/A**		
Overall NYSED Accountability Status *(2014-15)*			
Reward		**Recognition**	
In Good Standing		**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 *(2012-13)*			
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 *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**YES**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**YES**
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 *(2012-13)*			
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 *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		
Met Adequate Yearly Progress (AYP) in Mathematics *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		
Met Adequate Yearly Progress (AYP) in Graduation Rate *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

1. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
2. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	D
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	D
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

Part 1b. Needs/Areas for Improvement:

1. Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
2. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our D ratings were influenced by the fact that our Reading Program was not CCLS-aligned. We have since purchased a new Reading Program, *Wonders*, for grade 2-5 which is CCLS-aligned and includes professional development and online applications. The grade K-1 Reading Program is CCLS-aligned with EngageNY bundles and we are in the process of purchasing *Wonders* for these grades. Our PreK teachers are implementing the *SPLASH* program which is a comprehensive and integrated literacy and math program which is multisensory and aligned to the Common Core.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we will show a 3% increase in student progress in grades 4 and 5, as measured by a year's growth on the State and City ELA exams.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end*	**Key Personnel** *Who is responsible for implementing and overseeing the*
1. Research-based instructional programs, professional			

development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust		*date?*	*activity/strategy?*
Our Reading Programs this year are research-based and reflect Common Core shifts in Literacy. Instruction is clear, well-structured, and encourages students to build and apply knowledge. Challenging and motivating curricula and academic tasks, across grades, are appropriately scaffolded so that all students are cognitively engaged and are able to demonstrate and articulate their thought processes, what they have learned, and provide constructive feedback. Both standardized and teacher/student generated rubrics are employed. Regular education, ELLs, SWDs, and G&T students are engaged in the same grade-level curriculum. Online programs will be used to support of rigor. Academic after school programs that promote rigorous instruction include Extended Day and Saturday Academy, ELL Supplemental Program, Reading Partners, Robotics, Arts Clubs, and CAMBA. Reading Partners also provides one-to-one intervention with the lowest functioning students during the day	Students	On-going	Pedagogical Staff; Teaching Artists; Students from Pace University and NYU Polytechnic School of Engineering; Reading Partner, New York Cares Staff and Volunteers; CAMBA Staff
Curricula-related field trips will provide student with opportunities to: build knowledge of content and place; learn observational, analytical, and critical thinking skills; improve verbal and written expression; and, deepen their understanding of language. Parents are encouraged to accompany classes on trips.	Students, and Parents	On-going	Pedagogical Staff, Teaching Artists, Park Educators, Docents & Museum Educators
Professional Development throughout the year will include best practices in teacher pedagogy in the areas of effective questioning, quality discussions, differentiation and customizing techniques, expeditionary learning, and the use of rubrics and their creation with students. Teacher teams that attend outside PD turnkey strategies with the entire staff. A *Wonders*' literacy expert provides PD related to the program.	Pedagogical Staff	On-going	Administrators, Pedagogical Staff, Literacy Expert
Professional Development throughout the year will also focus on field trip integration with content area curriculum that will maximize student engagement and capacity to reflect on and articulate experiences, with an emphasis on vocabulary development and written expression.	Pedagogical Staff	On-going	Administrators, Pedagogical Staff, Teaching Artists, Docents/Museum Educators

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
• Administrators, Pedagogical Staff, Teaching Artists, Docents/Museum Educators, Park Educators, Literacy Experts, University Students, Volunteers, Substitute Teachers • Computers/laptops/interactive whiteboards, online licenses, supplies, instructional materials • As needed, schedule adjustments will be made and substitute teachers will be hired

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
X	**Tax Levy**	X	**Title I Basic**		**Title I 1003(a)**	X	**Title IIA**	X	**Title III**	X	**P/F Set-aside**	X	**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

- At the beginning of the year all K-5 teachers administer the Teachers College Reading and Writing Project (TCRWP) benchmark assessments. They also administered a Reading/Writing MOSL Performance Task in October. Weekly assessments and Unit reviews are components of the reading program. By the end of February 2015, all teachers will re-assess student for TCRWP Reading Levels. Curriculum-based assessments will be administered.
- During the last weeks of February reading levels will be assessed and the curriculum-based assessments will be administered.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	**X**	Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

5. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
6. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.	E

Part 1b. Needs/Areas for Improvement:

7. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
8. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

We received Effective ratings in these areas. Our 2013-2014 School Survey Report from parents and teachers exceeded this rating and is better than the city and district averages. In order to become Highly Effective, we will take actions to increase student social-emotional development and improve attendance.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, students will exhibit social skills development and increased self-esteem through cooperative play, creative art-making activities, and positive attitudes towards learning practices, which will lead to a decrease by 5% in OORS, suspensions, referrals to guidance, classroom disruptions, interventions, and lateness.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities,			

English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust			
Our strategies to improve social and emotional development include: cooperative physical activities through Playworks and Move to Improve; leadership education through The Leader in Me; and, four strands of arts engagement and Robotics during and after school.	Students, including ELLs and SWDs	On-going	Playworks Coach, Pedagogical Staff, Teaching Artists
The CARE Team comprised of administrators, teachers, the attendance teacher, the parent coordinator, the guidance counselor and the Playworks coach will monitor student punctuality trends and identify those students who are chronically late or are approaching that level. The team will institute student incentive programs to encourage punctuality.	Students, including ELLs and SWDs	On-going	Administrators, Pedagogical Staff, Guidance Counselor, Parent Coordinator, Attendance Teacher, SBST, Playworks Coach
Professional development workshops will inform all staff of best practices of identifying students in need and nurturing their social and emotional development. The Leader in Me Lighthouse Team will turnkey strategies with the staff.	All Staff	On-going	Administrators, Pedagogical Staff, Guidance Counselor, Parent Coordinator
We will sponsor parent workshop based on the Attendance Works program to address punctuality, and nurturing children's social and emotional development.	Parents	On-going	Administrators, Guidance Counselor, Parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
• Administrators, Pedagogical Staff, Guidance Counselor, Parent Coordinator, Attendance Teacher, Playworks Coach • Leader in Me program, including instructional materials; Playworks program; 92nd Street Y program; Forces of Nature Dance Theater Co.; Robotics; MoCADA's Creative After School Adventure program

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
X	**Tax Levy**	X	**Title I Basic**		**Title I 1003(a)**	X	**Title IIA**		**Title III**	X	**P/F Set-aside**	X	**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 2. Specify a timeframe for mid-point progress monitoring activities.
We will monitor OORS, suspensions, referrals to guidance, classroom disruptions, interventions, and lateness rates at the end of February 2015.

Part 6b. Complete in **February 2015.**				
1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	**X**	Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

9. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
10. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	E
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

Part 1b. Needs/Areas for Improvement:

11. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
12. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

We received Effective ratings in these areas on our Quality Review. Teachers use common assessments, rubrics and performance tasks to adjust instructional decisions to meet the needs of all students. We need to continue to align all curricula to CCLS and engage students, including our diverse populations, in higher order thinking and learning, discussions, expeditionary learning, and through differentiated instruction.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all teachers will have increased their collaborations with peers and experts by a minimum of 40 hours to improve their practice through continuous and frequent professional data-driven inquiry; the benefits to student performance will be reflected in higher students' achievement on standardized exams and other measures of student learning.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			

2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust			
Horizontal teacher teams meet at monthly grade-level meetings and every Monday after school. They meet informally on common preparation periods. Meetings are focused on instructional goals, the implementation of the CCLS and the instructional shifts, and student learning. They align their collaborative inquiry work and instruction across the grade. They analyze student progress and create next steps. An administrator receives feedback from them.	Pedagogical Staff	On-going	Pedagogical Staff, Administrators
Vertical teams, such as the MOSL team meets to unpack the performance tasks and the RTI team assesses the needs of our struggling learners, and share their findings with peers.	Pedagogical Staff	On-going	Pedagogical Staff, Administrators
Professional development includes lab sites, inter-visitations, outside workshops for MOSL and RTI teams who turnkey strategies with teachers, and workshops led by peers and experts	Pedagogical Staff	On-going	Pedagogical Staff, Experts, Administrators
During bi-monthly School Leadership Team, PTA and Tuesday meetings, as well as academic workshops, parents are informed how teacher collaborative teams improve pedagogy.	Parents	On-going	Pedagogical Staff, Parent Coordinator, Parent, SLT Members, Administrators

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
• Administrators, Pedagogical Staff, Experts, Parent Coordinator, Parent SLT Members, Substitute Teachers • Schedule adjustments will be made to provide common preps and for team members attending outside PDs

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
X	**Tax Levy**	X	**Title I Basic**		**Title I 1003(a)**		**Title IIA**		**Title III**	X	**P/F Set-aside**		**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities.
By the end of February 2015, all teachers will have attended at least 20 hours of PD as indicated in their reflection logs.

Part 6b. Complete in **February 2015.**				
1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	**X**	Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

13. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
14. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:

15. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
16. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

We need to improve literacy, based on City and Sate assessment data. We are approaching our target in Student Progress, Achievement, and Closing the Achievement Gap according the 2013-2014 School Quality Guide. We have met our target regarding the School Environment. In retrospect, we can attribute the students' results to the fact that we were using a reading program which was not aligned with the Common Core. This year, we have introduced a new rigorous, evidence-based reading program, *Wonders*. With this program comes professional development and online resources.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 25% of teachers will move to the effective or highly effective level in components 3b and 3c of the Danielson framework after receiving quality feedback and targeted professional development support from school leaders which will result in an increase in student engagement and learning outcomes.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
During our beginning-of-the-year staff conference, weekly professional development sessions, vertical and horizontal team meetings utilizing the distributive leadership model, parent curriculum meetings, parent engagement Tuesdays, and on-going parent workshops (based on needs assessments) School Leaders will articulate the vison and share the goals and action plans as outlined in our SCEP, monitor its implementation and provide feedback.	Staff and Parents	On-going	Administrators
School leadership will make strategic decisions to organize all fiscal resources and network with CBOs to provide additional programs and resources to maximize student achievement.	School Community	On-going	Administrators, Partner CBO's Staff
School leadership will put in place a schedule of regular observations with timely feedback and return visits. For teachers who did not get a rating of Effective or higher, school leaders will track progress and provide follow-up PD to support them	Staff	On-going	Administrators, School Leadership Team

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
• Administrators, School Staff including RTI and MOSL Team Members, School Leadership Team, Experts, and CBO's staff • Instructional resources

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
X	**Tax Levy**	X	**Title I Basic**		**Title I 1003(a)**		**Title IIA**		**Title III**	X	**P/F Set-aside**	X	**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

2.	Specify a timeframe for mid-point progress monitoring activities.				
By the end of February 2015, School Leaders will have monitored teacher effectiveness in questioning and student engagement through continued evaluations and will have completed 50% of teacher observations.					
Part 6b. Complete in **February 2015.**					
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	**X**	Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6*: *Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

17. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
18. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

Part 1b. Needs/Areas for Improvement:

19. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
20. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

We have rated these tenets as Effective based on our 2013-2014 NYC School Survey Report in which 93% of parents stated they were satisfied with the education that their child is receiving and 95% of parents feel that the school offers a wide enough variety of courses, extracurricular activities, and services. We need to increase parent involvement in school activities. The majority of our students are children of recent immigrants from the Caribbean Basin, Africa and Asia. We need to find opportunities to celebrate the cultural diversity of our school community. Parents have indicated on needs assessment surveys their interest in learning about academic and social emotional developmental health strategies to employ with their children in order to strengthen their parenting skills and the home-school connection. They also have indicated their interest in learning technology skills and having access to the Internet at school.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we will increase parental involvement in the school by 10% based on attendance at meetings and workshops, which will build parents' capacity to support student learning at home and promote respect and collaboration between diverse ethnic and linguistic populations.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
Parent information and feedback sessions, in between regularly scheduled PTA meetings, for parents bringing their children to school. A room has been set aside for parents, for meetings and use of Internet-enabled computers. Parents will be notified by robo-calls, monthly calendars and the school website. French, Bengali and Arabic translators will be provided. Refreshments will be provided.	Parents	Monthly	Administrators, PTA Officers, School Staff, Translators, Parent Coordinator
Parent workshops regarding current research-based child development and learning theories, as well as school curriculum and activities that we use to support student learning, will be held. French, Bengali and Arabic translators will be provided. Refreshments will be provided.	Parents	Monthly	School Staff, Workshop Leaders, Parent Coordinator, Translators
Provide non-English speaking parents with ESL workshops and English-acquisition instruction through physical activity, and all parents with instructional technology workshops and access to Internet-enabled computers. Refreshments will be provided.	Parents	On-going	ESL and Technology Teachers, Parent Coordinator, PTA Officers, Playworks Coach
Provide parents and their families with opportunities to connect with cultural and community-based organizations and to share with the school community their cultural traditions. Family Day this year will be at BRIC.	School Community	On-going	CBOs, Parent Coordinator, Cool Culture, BRIC Educators, Parents

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
• Administrators, ESL and Technology Teachers, Parent Coordinator, School Staff, PTA Officers, Translators, Playworks Coach, CBO and Cool Culture staff, BRIC educators • Instructional supplies for workshops, Internet-enabled computers, refreshments, Blackboard Connect K-12, Cool Culture passes, BRIC, Playworks

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
X	**Tax Levy**	X	**Title I Basic**		**Title I 1003(a)**		**Title IIA**	X	**Title III**	X	**P/F Set-aside**		**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 2. Specify a timeframe for mid-point progress monitoring activities.				
• By February 2015 we will monitor parent attendance at meetings and events. • This will take place during the last week of February 2015.				
Part 6b. Complete in **February 2015.**				
1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	**X**	Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	**Criteria for determining AIS services**	**Type of Program or strategy** (e.g. repeated readings, interactive writings, etc.)	**Method for delivery of service** (e.g. small group, one-to-one, tutoring, etc.)	**When the service is provided** (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Low-level 2s and below, and teacher recommendation	Common Core-aligned integrated reading and writing strategies, skills and content-based	Small group instruction, tutoring	During the school day, after school and Saturday
Mathematics	Low-level 2s and below, and teacher recommendation	Common Core aligned instructional strategies and grade appropriate skills	Small group instruction, tutoring	During the school day, after school and Saturday
Science	Low-level ELA 2s and below, and teacher recommendation	Integrated with ELA as informational text	Small group instruction, tutoring	During the school day
Social Studies	Low-level ELA 2s and below, and teacher recommendation	Integrated with ELA as informational text	Small group instruction, tutoring	During the school day
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Students with IEP mandates and teacher recommendations	Focus is on social emotional development health, self-esteem, anger management, conflict resolution, and anti-bullying strategies.	Small group, one-to-one	During the school day

13K003 School Information Sheet Key

School Configuration *(2014-15)*					
Grade Configuration	**PK,0K ,01,02, 03,04, 05**	**Total Enrollment**	**510**	**SIG Recipient**	**N/A**
Types and Number of English Language Learner Classes *(2014-15)*					
# Transitional Bilingual	**N/A**	**# Dual Language**	**N/A**	**# Self-Contained English as a Second Language**	**N/A**
Types and Number of Special Education Classes *(2014-15)*					
# Special Classes	**N/A**	**# SETSS**	**N/A**	**# Integrated Collaborative Teaching**	**N/A**
Types and Number of Special Classes *(2014-15)*					
# Visual Arts	**N/A**	**# Music**	**N/A**	**# Drama**	**N/A**
# Foreign Language	**N/A**	**# Dance**	**N/A**	**# CTE**	**N/A**

School Composition *(2013-14)*			
% Title I Population	**87.1%**	**% Attendance Rate**	**90.9%**
% Free Lunch	**86.9%**	**% Reduced Lunch**	**3.5%**
% Limited English Proficient	**10.1%**	**% Students with Disabilities**	**11.9%**
Racial/Ethnic Origin *(2013-14)*			
% American Indian or Alaska Native	**1.2%**	**% Black or African American**	**73.1%**
% Hispanic or Latino	**9.7%**	**% Asian or Native Hawaiian/Pacific Islander**	**11.5%**
% White	**1.9%**	**% Multi-Racial**	**2.5%**
Personnel *(2014-15)*			
Years Principal Assigned to School (2014-15)	**15.47**	**# of Assistant Principals (2014-15)**	**1**
# of Deans (2014-15)	**N/A**	**# of Counselors/Social Workers (2014-15)**	**1**
Personnel *(2013-14)*			
% of Teachers with No Valid Teaching Certificate (2013-14)	**N/A**	**% Teaching Out of Certification (2013-14)**	**5.9%**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**N/A**	**Average Teacher Absences (2013-14)**	**6.77**
Student Performance for Elementary and Middle Schools *(2013-14)*			
ELA Performance at levels 3 & 4	**25.1%**	**Mathematics Performance at levels 3 & 4**	**24.0%**
Science Performance at levels 3 & 4 (4th Grade)	**79.5%**	**Science Performance at levels 3 & 4 (8th Grade)**	**N/A**
Student Performance for High Schools *(2012-13)*			
ELA Performance at levels 3 & 4	**N/A**	**Mathematics Performance at levels 3 & 4**	**N/A**
Credit Accumulation High Schools Only *(2013-14)*			
% of 1st year students who earned 10+ credits	**N/A**	**% of 2nd year students who earned 10+ credits**	**N/A**
% of 3rd year students who earned 10+ credits	**N/A**	**4 Year Graduation Rate**	**N/A**
6 Year Graduation Rate	**N/A**		
Overall NYSED Accountability Status *(2014-15)*			
Reward		**Recognition**	
In Good Standing		**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 *(2012-13)*			
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 *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**YES**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**YES**
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 *(2012-13)*			
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 *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		
Met Adequate Yearly Progress (AYP) in Mathematics *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		
Met Adequate Yearly Progress (AYP) in Graduation Rate *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		

13K003 School Information Sheet Key

School Configuration *(2014-15)*					
Grade Configuration	**PK,0K ,01,02, 03,04, 05**	**Total Enrollment**	**510**	**SIG Recipient**	**N/A**
Types and Number of English Language Learner Classes *(2014-15)*					
# Transitional Bilingual	**N/A**	**# Dual Language**	**N/A**	**# Self-Contained English as a Second Language**	**N/A**
Types and Number of Special Education Classes *(2014-15)*					
# Special Classes	**N/A**	**# SETSS**	**N/A**	**# Integrated Collaborative Teaching**	**N/A**
Types and Number of Special Classes *(2014-15)*					
# Visual Arts	**N/A**	**# Music**	**N/A**	**# Drama**	**N/A**
# Foreign Language	**N/A**	**# Dance**	**N/A**	**# CTE**	**N/A**

School Composition *(2013-14)*			
% Title I Population	**87.1%**	**% Attendance Rate**	**90.9%**
% Free Lunch	**86.9%**	**% Reduced Lunch**	**3.5%**
% Limited English Proficient	**10.1%**	**% Students with Disabilities**	**11.9%**
Racial/Ethnic Origin *(2013-14)*			
% American Indian or Alaska Native	**1.2%**	**% Black or African American**	**73.1%**
% Hispanic or Latino	**9.7%**	**% Asian or Native Hawaiian/Pacific Islander**	**11.5%**
% White	**1.9%**	**% Multi-Racial**	**2.5%**
Personnel *(2014-15)*			
Years Principal Assigned to School (2014-15)	**15.47**	**# of Assistant Principals (2014-15)**	**1**
# of Deans (2014-15)	**N/A**	**# of Counselors/Social Workers (2014-15)**	**1**
Personnel *(2013-14)*			
% of Teachers with No Valid Teaching Certificate (2013-14)	**N/A**	**% Teaching Out of Certification (2013-14)**	**5.9%**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**N/A**	**Average Teacher Absences (2013-14)**	**6.77**
Student Performance for Elementary and Middle Schools *(2013-14)*			
ELA Performance at levels 3 & 4	**25.1%**	**Mathematics Performance at levels 3 & 4**	**24.0%**
Science Performance at levels 3 & 4 (4th Grade)	**79.5%**	**Science Performance at levels 3 & 4 (8th Grade)**	**N/A**
Student Performance for High Schools *(2012-13)*			
ELA Performance at levels 3 & 4	**N/A**	**Mathematics Performance at levels 3 & 4**	**N/A**
Credit Accumulation High Schools Only *(2013-14)*			
% of 1st year students who earned 10+ credits	**N/A**	**% of 2nd year students who earned 10+ credits**	**N/A**
% of 3rd year students who earned 10+ credits	**N/A**	**4 Year Graduation Rate**	**N/A**
6 Year Graduation Rate	**N/A**		
Overall NYSED Accountability Status *(2014-15)*			
Reward		**Recognition**	
In Good Standing		**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 *(2012-13)*			
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 *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**YES**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**YES**
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 *(2012-13)*			
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 *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		
Met Adequate Yearly Progress (AYP) in Mathematics *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		
Met Adequate Yearly Progress (AYP) in Graduation Rate *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		

Section 7: Title I Program Information

Directions:

3. All schools must indicate their Title I status in Part 1
4. All elements of the *All Title I Schools* section must be completed in Part 2
5. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
6. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
7. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
8. For additional information, visit the Title I Intranet webpage

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. 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 is 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 during common preps, inquiry team meetings and after school Mondays. Relevant webinars and videos are utilized. Professional development will focus on the implementation of the CCSS and will promote best practices, in designing units of study, lesson plans and tasks that include scaffolds, and instruction that is rigorous, differentiated and cognitively engaging to address the diverse needs of all students and subgroups.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing

ELT, accelerated, high–quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
In order to assist in the transition from PreK to Kindergarten, we purchased a comprehensive instructional program, SPLASH, which integrates ELA, Math, Social Studies and Science. We schedule vertical conversations between PreK and Kindergarten teachers focusing on how students learn and their growth and progress. The conversation includes how ELLs and SWDs are prepared for Kindergarten.

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Each teacher completes a reflection on practice and materials used for 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 attended professional development to review their content, the method of evaluation, the requirements, and the rubrics used.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes[1]. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated[2]. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	**Fund Source** (i.e. Federal, State or Local)	**Funding Amount:** Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	**Column B** Page # Reference(s)
Title I Part A (Basic)	Federal	$400,320	X	Pages 13, 15, 18, 21 & 24
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	$101,339	X	Pages 13, 15, 18, 21 & 24

Title II, Part A	Federal	$158,094	X	Pages 13 &15
Title III, Part A	Federal			Page 13 & 24
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	$2,104,797	X	Pages 13, 15, 18, 21 & 24

[1]**Explanation/Background:**

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

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

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

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

[2]The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

23. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
24. **Title I School Improvement 1003(a) -** support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
25. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
26. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
27. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another

purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

28. **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

29. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
30. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
31. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
32. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P. S. 3K** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P. S. 3K** will support parents and families of Title I students by:

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

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

school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, 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;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC)

P.S. 3K 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 not 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 not 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%

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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
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

	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
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	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	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
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
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/	B													

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 a 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:
    a. How are the English-proficient students (EPs) assessed in the second (target) language?
    b. What is the level of language proficiency in the second (target) language for EPs?
    c. How are EPs performing on State and City Assessments?

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 pedaguogue 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 pedaguogue conducts an informal interview in English and in the family's native language;
4) Administration of the LAB-R whithin 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 elibible 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 assesssments , 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 coodinator, 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 oppotunity 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 takent 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 intructional materials which are developmentally and 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 hilighted in every lesson and cross-disciplinary lingo is greatly emphasized.

c) For the 4-6 years cohort, we utilise 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.

Courses Taught in Languages Other than English

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

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

Class/Content Area	Language(s) of Instruction		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 *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
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 arounf 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 incorparate 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 prepaare ELLs for meddle school, our inquiry team has developed the following framework:
- Maintain a clear vision that includes high expectations for ELLs.
- Cultivate a culture of respet 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 partership with are health care agenciesand 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
	Other _____		1/1/01
	Other _____		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.s 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 shool 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 dissimination.

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.